

Lamerton Church of England Primary School

Lamerton, Tavistock, Devon, PL19 8RJ

Inspection dates 22—23 November 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve well. Progress is strongest in Years 5 and 6 because older pupils have excellent attitudes and work together highly effectively.
- Reading is a strength because phonics (letters and their sounds) are taught very well in children's early years in the school. Older pupils have a love of reading. They choose to read a wide range of books and are very discerning about different authors.
- Teaching is good. Relationships are very positive. Teachers manage classes well and learning in lessons is purposeful. Pupils are keen to show what they know and they answer teachers' questions keenly. Discussion is often lively.
- Pupils are polite and courteous and behaviour in and around school is good. Pupils get on very well with each other and say there are rarely any disputes. They feel safe in school and free from bullying.
- Staff have a comprehensive understanding of the needs of individual pupils, including those who have special educational needs. Activities are adapted well to help those pupils with more complex needs.
- The school has improved since the previous inspection. There has been a smooth transition in leadership resulting from the federation of the school.
- Joint working has strengthened subject leadership and enhanced opportunities for coaching. Leaders and governors are helping teachers to improve and pupils to achieve.

It is not yet an outstanding school because

- Leaders have not focused closely enough on improving the teaching from good to outstanding.
- In a few lessons, teachers do not provide hard enough work for pupils, particularly more-able pupils.
- Pupils are not provided with enough information about their targets for improvement so that they can identify for themselves what they need to do to get better.

Information about this inspection

- Eight lessons were observed, of which four were joint observations with the executive headteacher. The inspector also observed playtimes and assemblies.
- Meetings were held with staff, members of the governing body and groups of pupils. The inspector also spoke to a representative of the local authority by telephone.
- The inspector analysed questionnaires from five staff.
- The inspector took account of the 11 responses to the on-line questionnaire (Parent View) and information from the school's recent survey of parents' and carers' opinions. Parents' and carers' views were also garnered from letters and from discussions held during the inspection.
- The inspector observed the school's work and looked at documents, including the school improvement plan, monitoring documentation, records relating to attendance and behaviour, the school's information on pupils' progress and samples of pupils' work.

Inspection team

Peter Clifton, Lead inspector

Additional Inspector

Full report

- This is a smaller-than-average primary school. The pupils are taught in two classes.
- The school federated with Gulworthy Primary School in January 2012, with a single governing body. The executive headteacher took over the leadership of the school in September 2012, sharing her duties between each school.
- Two new teachers joined an established teaching staff in September 2012.
- Nearly all pupils are of White British heritage and no pupils speak English as an additional language.
- The proportion of pupils who are disabled, or who have special educational needs supported by school action, school action plus, or with a statement of special educational needs, is average.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority or those known to be eligible for free school meals, is below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Pupils are educated onsite. There is no regular, alternative provision offsite.

What does the school need to do to improve further?

- Raise the quality of teaching from good to outstanding, so that pupils' learning and achievement are outstanding, by ensuring that teachers:
 - understand how to improve their teaching by using links with outstanding practitioners, including through coaching
 - check closely on the learning of different groups in lessons
 - give pupils better information so that they can identify for themselves what they can improve and judge how well they have done
 - plan and teach lessons which ensure that pupils are learning as well as they can at all times and that the skills of more-able pupils are properly extended.

Inspection judgements

The achievement of pupils is good

- Pupils' learning and achievement are good, and especially so in Years 5 and 6. These older pupils made excellent progress, for example when they shared their ideas about how to develop mystery stories. Most pupils in the current Years 5 and 6 are working at the expected levels or better, in both English and mathematics, and a good number are working above expectations, especially in reading.
- Disabled pupils and those who have special educational needs make good progress. This was observed in lessons, for example when they identified different descriptive words in a text or worked out the simplest form of fractions. Occasionally, opportunities are missed to extend the thinking of more-able pupils.
- Pupil premium funding has been used to support the individual teaching of basic skills as well as running extra sessions to help pupils to catch up if they are behind. The school's records show that most of the pupils who receive this extra help have made better progress.
- Parents and carers are very supportive of the school and express confidence in the future. Pupils also comment that they enjoy school a lot and are expected to work hard.
- Children start school with knowledge, skills and understanding that are typical for their age. Over time, pupils' attainment by the end of Year 2 and Year 6 has been above average, with reading being the strongest area. Year 6 pupils, who left the school in 2012, made good progress in reading, writing and mathematics and a considerable proportion made better progress than most pupils nationally.
- In Reception, the children listen well to stories and are beginning to use their understanding of letter sounds to write simple words. They play confidently in the outside area especially on the 'trikes' dressed in their firemen's clothes.
- By the end of Year 2, pupils' reading skills are developed well. Less-able readers in Year 1 use their knowledge of the sounds of letters well, for example to read words such as 'afraid' and 'swam'. More-able Year 1 pupils read with accuracy and fluency using intonation for different characters. Older pupils also have very good reading habits. They appreciate the styles of different authors and evaluate what makes the writing successful.
- Pupils make good progress in their literacy and mathematics skills. Year 1 and Year 2 pupils analysed how the author used brackets and descriptive words in *Owl Babies*. Across Years 3 to 6 pupils made good progress in developing their understanding of fractions.

The quality of teaching is good

- Teaching is typically good. As a result, pupils' learning and progress have continued to be good since the previous inspection. Joint working with the federation school is helping to strengthen teaching skills.
- Relationships between staff and pupils are very strong. Pupils want to do their best. Older pupils, in particular, work with a great deal of confidence on individual tasks and in groups.
- Learning typically moves at a brisk pace because lessons are well planned and delivered. However, on a few occasions, when the tasks set are not sufficiently challenging, for the more-able in particular, learning slows. For example, pupils in Year 2 were not given opportunities to apply their understanding to different problems in mathematics.
- Questioning by teachers probes pupils' understanding well and pupils' responses to questions are well thought out. All groups of pupils are expected to respond at length to explain their thinking. The use of discussion is very well established. In Years 3 to 6, for example, pupils worked together in groups and talked about the different sizes of fractions and answered questions such as, 'Which is bigger, three quarters or four fifths?'
- Pupils have information about how to improve their work. Marking is helpful and gives them

information about what they have done well (stars) and what could be improved (wishes). Pupils respond to these comments. They also have helpful information about features that should be included in different types of writing. However, they do not have enough information to help them to identify for themselves what they need to do to improve. Consequently, they have not developed the skills to assess their own work in detail.

- Teachers and teaching assistants provide valuable support to different groups of pupils, including disabled pupils and those who have special educational needs. For example, good attention is paid to the correct pronunciation of words and clear speech. Praise is used well to encourage pupils to join in with class activities and contribute to discussion.

The behaviour and safety of pupils are good

- Pupils have good manners and are courteous towards each other. They behave well in this happy and friendly school. The size of the school enables all of the pupils to get to know each other. They comment that everyone is really welcoming. Older pupils are proud of the newsletters they write which go home to parents.
- In lessons, on nearly all occasions, pupils respond well to any request made by the teacher. However, there are a few pupils in Key Stage 1 who find it difficult to maintain their concentration and listen carefully. This slows their learning down and is the main reason why behaviour and safety are not yet outstanding.
- Parents, carers and staff express the view that pupils' behaviour is a strength of the school. The school's written records show no evidence of any serious misbehaviour or bullying. This was confirmed by pupils. They comment that they feel very safe and that their teachers are kind and deal with them fairly.
- Pupils understand that the internet can be misused, and know that some sites are unsuitable. They are aware of the potential dangers of social network sites. They confirm that they have not experienced any unfriendly messages from using mobile phones.
- Pupils are punctual to school and their attendance is above average.

The leadership and management are good

- Good teamwork is well established. The executive headteacher has a good understanding of the strengths and weaknesses of teaching, because the monitoring of lessons has been quickly established alongside robust procedures for the performance management of teachers. Teachers value the support given and the opportunities, for example, they have had to visit the partner school to observe how children in the Early Years Foundation Stage are taught. However, not enough has yet been done to promote outstanding teaching.
- The school has responded well to issues identified in the previous inspection report. For example, the outside learning area has been significantly improved and offers a spacious covered area. In writing, improved opportunities for the pupils to discuss their writing are evident in all year groups. The federation has extended the pool of expertise and this has strengthened leadership.
- Leaders have maintained a close watch on the progress of individual pupils and ensured that those pupils with more complex needs have individual learning programmes. Additional support is quickly provided should any pupil be in danger of falling behind.
- Learning is well planned and there are good links between different subjects. Pupils write, for example, about 'My day as a Tudor builder', referring to different ways of building houses. The school has strengthened pupils' cultural awareness through links with a school in Uganda and hosting a visit from its headteacher. Pupils, irrespective of their different backgrounds, have equal opportunity to do well and discrimination is not tolerated. In assemblies, pupils learn about the importance of sharing, being a good friend and helping each other.
- The support provided by the local authority has helped secure a smooth transition to the

federation; this help and training is well regarded by the executive headteacher and members of the governing body.

■ **The governance of the school:**

- The governing body has a strong vision for the future based on the two schools working in partnership for their mutual benefit. Governors have promoted opportunities for joint working strongly, but rightly recognise that these have yet to be fully exploited. Governors have a robust understanding of the school's strengths and weaknesses because they visit the school very regularly and are well informed about teaching quality and pupils' progress from the school's records. Individual governors bring a broad range of skills and expertise to help promote improvement. Governors have a detailed understanding of how the pupil premium money has been spent and the help it has provided to individual pupils to improve their reading, writing and number skills. They have a clear procedure and good information about performance management in order to make well-informed decisions about teachers rising up the salary scales. Spending decisions are evaluated and the budget has a modest surplus. Safeguarding requirements are met. All staff are trained to identify any child protection concerns. Governors have been trained in the procedures they must follow in the recruitment of staff and to keep pupils safe.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	113411
Local authority	Devon
Inspection number	403736

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	47
Appropriate authority	The governing body
Chair	Paul Bolding
Headteacher	Melody Nicholls
Date of previous school inspection	19–20 May 2010
Telephone number	01822 613561
Fax number	N/A
Email address	admin@lamerton.devon.sch.uk

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