

Lanlivery Primary Academy

Lanlivery, Bodmin, Cornwall PL30 5BT

Inspection dates

8–9 May 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The head of school has been successful in embedding a culture of care, inclusion and high expectations for all. Pupils are equally well prepared for the next stage of their education and in making valuable contributions to society as responsible citizens.
- Leaders ensure that the quality of teaching, learning and assessment is good. As a result, pupils make strong progress in a range of subjects across the curriculum, including English and mathematics.
- Governors provide a good balance of challenge and support for leaders. However, whole-school improvement plans lack specific criteria by which leaders, including governors, can gain a timely and precise understanding of the impact of leaders' actions.
- Current pupils, including disadvantaged pupils, make secure progress as a result of effective support. However, a few pupils who receive support for their special educational needs and/or disabilities (SEND) make slower progress because the activities teachers set for them are not suitably matched to their needs.
- The teaching of phonics is a strength of the school. This lays a strong foundation for pupils' reading and writing. However, on occasions, when pupils' books are not sufficiently matched to their phonics skills, their reading progress slows.
- Pupils say that they feel safe in school. They are knowledgeable about how to keep themselves safe.
- The very positive school ethos is underpinned by high levels of respect for people of all faiths and cultures. Pupils have a clear understanding of British values. The school is characterised by tolerance and acceptance of others.
- Pupils take on a wide range of leadership responsibilities. These activities prepare them extremely well for making valuable contributions to society as responsible citizens.
- Children in the early years learn and play in a safe and stimulating environment. Teaching is good so that most children make strong progress. However, adults do not always challenge the most able children sufficiently. Consequently, few children exceed their early learning goals.
- Parents and carers are overwhelmingly positive about all aspects of the school.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and learning by:
 - ensuring that all pupils have ready access to reading books which closely match their phonics knowledge and abilities
 - making sure that leaders support teachers in the swift identification of pupils' needs so that pupils with SEND are provided with activities which support them to make strong progress.
- Improve the quality of leadership and management by further sharpening improvement planning so that it enables leaders and governors to check accurately whether improvements are timely enough and have sufficient impact on pupils' learning across the course of the year.
- Ensure that all children in the early years, including the most able children, are given opportunities to flourish in their learning so that they reach their potential.

Inspection judgements

Effectiveness of leadership and management

Good

- The head of school has an unwavering commitment to providing a caring and inclusive school. Consequently, she has secured a harmonious and respectful environment in which pupils make good progress.
- Leaders ensure that pupils are immersed in a broad curriculum. Good use is made of teachers' subject specialisms to ensure that pupils become competent and confident in physical education (PE), modern foreign languages and music. Leaders have recently reviewed the school's long-term curriculum plans, mapping the knowledge and vocabulary that they expect pupils to acquire in different subjects as they move through the school. This work is in its early stages but is ensuring that teachers build on what pupils know, understand and can do across all subject areas taught.
- Pupil premium funding is used effectively to ensure that the small number of disadvantaged pupils are given the support they need. For example, additional support has been effective in improving these pupils' outcomes in phonics.
- Pupils' spiritual, moral, social and cultural awareness and development are good. The promotion of cultural and religious diversity and tolerance is clearly seen in school and visible through the wide-ranging topics teachers cover in assemblies. Pupils develop their resilience and wonder of nature when learning in the extensive and well-maintained forest-school grounds. Pupils' understanding of fundamental British values is clear, especially individual liberty and the rule of law.
- Leaders use the sport premium to build pupils' skills, confidence and teamwork. For example, there are coaching sessions from sports specialists who work with pupils and develop the skills of staff. Leaders promote healthy lifestyles, for example through activities in the forest school and daily yoga. Pupils enjoy opportunities to exercise for healthy minds and bodies.
- The literacy leader has a good understanding of the effectiveness of English teaching. He can demonstrate improvements. For example, his actions have led to strong improvements in pupils' handwriting. Leaders have raised the profile of reading with competitions and a refurbished library, and they have also reviewed the books teachers read to pupils to ensure that pupils are exposed to a range of a suitably high-quality texts. Leaders' actions have resulted in greater proportions of pupils reading regularly for enjoyment.
- Leaders know the school well. Leaders compare and check pupils' work carefully to ensure that assessment information is accurate. Teachers, therefore, are increasingly well supported in planning for pupils' learning in reading, writing and mathematics. However, leaders do not make the best use of their analyses of what pupils know and can do to inform their detailed plans for school improvement. This makes it difficult for leaders and governors to make close checks on leaders' progress to tackle any school-wide weaknesses when they arise.

Governance of the school

- The local governing body (LGB) carries out its statutory duties appropriately. The school has struggled to find a full complement of people willing to carry out a local governance role. Most governors are new. The chair of the trust board is currently also acting as chair of the LGB. This has brought some stability and direction to the work of the governing body and supported new governors well.
- New governors are keen to carry out their roles and, to this end, they have engaged in appropriate training. The governing body ensures that pupil premium funding and the primary PE and sport funding are spent effectively and make a positive difference to pupils. They check that gaps in outcomes for different pupil groups are closing so that no pupil is left behind.
- Governors have a broad understanding of the school's strengths and areas for development. Governors have been successful in influencing improvement in attendance levels. However, where the school's improvement priorities are less focused, it is trickier for governors to gain an understanding of what success would look like. When this occurs, governors are less adept at holding leaders to account.

Safeguarding

- Leaders ensure that safeguarding is a high priority. All statutory checks are in place to ensure the suitability of adults working in the school. Trust leaders make regular checks to ensure that the school's safeguarding procedures are effective.
- Leaders make sure that staff receive regular and appropriate training to identify any signs of possible danger or potential abuse. As a result, staff are vigilant and understand that safeguarding is everyone's responsibility. Staff in the early years receive regular training, including in paediatric first aid, and ensure that welfare requirements are fully met.
- Leaders with specific responsibilities for safeguarding are diligent in carrying out their duties. They are unremitting in their work with other agencies to ensure that pupils and their families receive the support they need. A caring and thoughtful response is given to any pupil in need.

Quality of teaching, learning and assessment

Good

- Leaders are proactive in bringing about continual improvements to teaching, learning and assessment. Teachers have strong subject knowledge. They use this to plan activities that meet pupils' needs well. For example, leaders identified the need to develop the mathematics curriculum. Highly effective staff training has ensured that there is a consistency in the good progress pupils make in their mathematical understanding.
- In mathematics, staff teach and consolidate the basic skills of number and mental calculation frequently, applying them to other aspects of the mathematics curriculum. This was evident in Eagles class, where pupils could correctly apply their understanding of degrees in a circle to calculate portions of a pie chart. Classrooms are a hive of

productive activity and endeavour as pupils solve mathematical problems.

- Teaching assistants are briefed well and know specifically how they should promote pupils' learning in each lesson. As a result, they make a significant contribution to pupils' learning, personal development and welfare. Teachers and teaching assistants establish warm and supportive relationships with pupils. Pupils feel safe to make mistakes and persevere in lessons.
- The teaching of early reading and phonics is good. Effective staff training in the teaching of phonics has ensured that teachers and teaching assistants are equally adept at supporting pupils' strong progress in this aspect.
- Teachers engender a love of books and reading. They use high-quality books to read to the class. However, some of the less able younger pupils have books which are not well matched to their phonics development. In addition, older higher-attaining pupils do not have a suitable selection of books to choose from in order to stretch their abilities and build their reading stamina. Consequently, their progress slows, and few reach the higher standards.
- Pupils speak very highly of their teachers and enjoy lessons. Without exception, every parent who responded to the Parent View survey felt that their child is taught well.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils show great pride in their school and achievements. Pupils talk confidently about their learning and enjoyment of the school's broad curriculum. Older pupils can articulate what it is they struggle with and have strategies to overcome challenges.
- All adults see their duties as extending beyond the school gates. For example, thorough systems for transition to secondary school are in place to mitigate any fears or worries pupils may have. Coupled with the good start for two-year-olds, children and pupils moving to and from the school are well supported.
- Pupils' well-being and happiness are of the utmost importance to leaders. Their vision for sociable, healthy and confident pupils is evident in all that they do. Staff support pupils in building their emotional resilience, grappling effectively with the physical, social and personal challenges pupils may face.
- Leaders provide pupils with strong opportunities to take on responsibilities within and beyond the school. For example, a group of pupils have been supporting the local community's understanding of the impact of plastic on the environment.
- Parents are unanimous in their praise for the school and the way that teachers encourage pupils to be confident and express themselves.

Behaviour

- The behaviour of pupils is good.
- Pupils are keen to learn and the vast majority work conscientiously. Their positive

attitudes in class contribute markedly to their success in learning. Behaviour systems are known and understood by pupils and consistently implemented by teachers.

- The good relationships that are nurtured in Lanlivery ensure that pupils conduct themselves very well in lessons and around school. Any instances of low-level disruption are extremely rare and unrepeated. Playtimes are harmonious occasions. Without exception, pupils are courteous and respectful to adults and their peers.
- Leaders have been successful in raising rates of attendance which, although improving, remain slightly below those found nationally. Closer working relationships with families are changing attitudes about coming to school. Thorough procedures are in place to follow up any pupil absence to ensure that pupils are safe.

Outcomes for pupils

Good

- In a small school such as this, the very small groups of children render national comparisons irrelevant. Over time, most pupils reach the standards expected for their age, and a growing proportion are achieving a greater depth in their learning. The very few pupils eligible for the pupil premium share in the good progress being made by their classmates.
- The effective teaching of phonics has resulted in a consistently high standard since the school has opened. Almost all pupils reach the required standard in the phonics screening check.
- Despite strong outcomes in phonics year on -year, a minority of pupils do not have reading books linked to their phonics learning. The books they read contain words that are not decodable or matched to their stage of reading. Therefore, they cannot read with fluency, accuracy or understanding. As a result, the progress of a few pupils in reading is not as strong as it is in other areas of learning.
- Since the school opened, almost all pupils at the end of key stages 1 and 2 have reached the standard expected for their age in science. Current pupils continue to make strong progress. They experience a suitably broad range of scientific topics, and apply their knowledge well to new situations. Inspectors observed key stage 1 pupils in their forest-school provision. The pupils were able to explain the process of planting and how the seeds grow.
- Pupils write for a range of different purposes and across different areas of the curriculum, including history and science. Across the school, pupils use their grammar, punctuation and spelling accurately in their writing. Pupils have a well-developed range of vocabulary and use this in their writing to make it more interesting.
- The quality of work seen in pupils' mathematics books is good. The most able pupils in key stage 2 complete work that is correctly matched to their ability. Pupils cover a wide range of content in a logical sequence. They complete calculations with increasing confidence and apply their understanding well to a range of content. However, pupils' weaker reading skills sometimes get in the way of their ability to work independently to reason and solve problems.
- Pupils with identified SEND and education, health and care plans (EHC plans) make good progress as a result of the good liaison between teachers and external specialists. However, the few pupils with less-marked needs who receive SEND support do not

make the same strides of progress because activities are not finely tuned to their needs.

Early years provision

Good

- The early years provision is well led and managed. Leaders know the strengths and areas for improvement well. For example, this year, leaders identified the need to improve the learning environment. They have successfully reorganised learning spaces so that children of different ages are able to access age-appropriate resources independently.
- Teaching in the early years is good. Staff provide children with a wide range of stimulating activities that motivate them in their learning and development. Staff observe children carefully and interact with them to build upon their interests. They support children's learning well through prompts and skilful questioning.
- The provision for two-year-olds is extremely effective. Staff treat children with dignity, kindness and respect, meeting their care and learning needs skilfully. All adults have a keen understanding of the big difference in development between children at two years old and their older three- or four-year-old peers. Consequently, staff amend their approach and expectations accordingly.
- The teaching of phonics is effective. Children learn to read sentences well with the newly taught sounds. They use their knowledge of phonics effectively to spell unfamiliar words.
- Adults establish clear routines and ensure that they are in place. Children have a clear understanding of what is expected of them. Because of this, they behave well, play well together, share with others and are kind to each other. Children demonstrate high levels of concentration on their chosen activities and take care of the equipment they use.
- Staff have an excellent rapport with children. They build positive, productive links with families. Good use is made of outside agencies and expertise where needed, for example speech therapists and health professionals. Consequently, children with EHC plans make good progress. However, as with pupils in the rest of the school, where children still require SEND support but their needs are less defined, sometimes teaching is not closely matched to their needs. As a result, their progress slows.
- Safeguarding practices are extremely effective. The strong safeguarding culture that permeates the school is equally apparent in the early years. There are no breaches of welfare requirements. Children are safe and well supported. Hygiene and healthy choices are promoted skilfully by adults.
- Adults are particularly effective in developing children's self-confidence and communication skills. Nonetheless, some tasks do not challenge children, including the most able, as effectively as they might in the basic skills of reading, writing and number. Consequently, few children exceed their early learning goals.

School details

Unique reference number	142954
Local authority	Cornwall
Inspection number	10088351

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

Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	73
Appropriate authority	The governing body
Chair	Cheryl Hill
Head of school	Lauren Howell
Telephone number	01208 872 662
Website	www.lanliveryprimary.co.uk
Email address	secretary@lanlivery.cornwall.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school converted to academy status in August 2016 when it joined The Bridge Trust. The trust is formed of 14 schools. Governance is undertaken at a multi-academy level by a trust board of directors and at a school level by members of a local governing body.
- The school is smaller than the average-sized primary school. It has provision for two-year-olds as part of a mixed Nursery and Reception class.
- The proportion of disadvantaged pupils is below the national average.
- The proportion of pupils receiving SEND support is below the national average. The proportion of those with an EHC plan is similar to the national average.
- The proportion of pupils who speak English as an additional language is much lower than the national average.
- Over half of the pupils who attend Lanlivery live outside of the school's catchment

area.

Information about this inspection

- The inspector observed learning in all classes jointly with senior leaders. Short visits to classes were also conducted.
- Meetings were held with the head of school, the chief executive officer of the trust, the area executive headteacher, teachers with subject responsibilities, members of the governing body and groups of pupils.
- The inspector scrutinised a wide range of documentation, including: information on the school's self-evaluation and development plan; minutes of meetings; records relating to the monitoring of teaching, learning and assessment; and records associated with behaviour and safety.
- The inspector listened to pupils from Years 1, 2, 3 and 6 read.
- The inspector took account of parental views through meeting with parents and through scrutiny of the 19 responses to the online Parent View survey and free-text comments.

Inspection team

Tracy Hannon, lead inspector

Her Majesty's Inspector

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