

Inspection of Lostwithiel School

Bodmin Hill, Lostwithiel, Cornwall PL22 0AJ

Inspection dates: 16 and 17 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are valued as individuals at Lostwithiel School. They feel safe and attend well. Pupils say that there is always someone to share their worries with. Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils live up to these high expectations. Teachers take the time to consider how to support pupils to achieve their personal best.

Pupils are polite and have positive attitudes to their learning. They respect the opinions of others. Pupils learn to appreciate and celebrate differences. They understand equality.

Pupils behave well and respect the school rules. Low-level disruption and bullying are rare. Pupils are confident that adults would act quickly if bullying did happen. Relationships throughout the school are strong. Older pupils act as behaviour role models.

The majority of parents are proud to send their children to Lostwithiel School. Pupils and parents appreciate the range of outdoor learning opportunities on offer. Parents say that staff go the extra mile to make sure pupils are cared for and happy.

What does the school do well and what does it need to do better?

Leaders place no limits on what pupils can achieve. They consider carefully what they want pupils to learn. The curriculum helps pupils to become life-long learners. In some subjects, such as science, leaders have improved the order that pupils learn key knowledge. This helps them to build knowledge well over time and remember their learning. However, this does not work as well in all subjects. Sometimes, pupils find it difficult to build on what they already know.

Curriculum leaders receive support that helps them to lead their subjects well. They explore different ways to make learning interesting and engaging for pupils. Teachers make regular checks on what pupils know and remember. This helps them to understand which parts of the curriculum are working well. In some subjects, teachers plan learning activities that focus on the outcome of a task rather than the knowledge pupils will develop. This means that pupils are not always clear about what they are learning.

Adults in early years skilfully interact with children and ask meaningful questions about their learning. As a result, children get off to a good start. Parents receive regular progress and curriculum updates. For example, staff help parents to understand the school's approach to the teaching of phonics.

Children learn phonics as soon as they start school. They read books that are well matched to their ability. This helps children to develop into confident and fluent readers. Leaders check that phonics teaching is effective. Adults who teach phonics

have the knowledge to do this well. They quickly identify pupils who may need extra help. Adults model a love of reading for pupils. Pupils feel inspired to read books based on recommendations from staff. Older pupils read books from a wide range of authors and styles. One pupil commented, 'Reading is a window to the world'.

Staff receive regular support that helps them to identify pupils with SEND. They know that early identification is important. Pupils with SEND access the same ambitious curriculum as their peers. Teachers make adaptations to enable all pupils to be successful. They consider the views of parents when planning how to meet individual pupils' needs.

Pupils recognise the school as being a friendly place. They say that adults are kind and caring. Pupils concentrate well in lessons and show respect for others. During social times, older pupils take responsibility for safe play activities. Pupils have many opportunities to hold roles of responsibility. For example, they can be part of the school council 'Team 12'. Pupils learn about people who have different beliefs to their own. They feel that being different is not a barrier to joining the school community. Pupils have an impressive knowledge of diversity. They are well prepared for life in modern Britain.

Leaders regularly gather pupils' views. Consequently, pupils feel that their voices are heard. Pupils have been part of leaders' discussions about improvements to the behaviour policy.

Staff are overwhelmingly positive about working at the school. They feel well supported and praise leaders for considering their well-being and workload. Governors hold leaders to account for the quality of education. They share leaders' vision for the future development of the school.

Safeguarding

The arrangements for safeguarding are effective.

Pupils feel safe, including when online. Staff understand pupils' vulnerabilities well and respond appropriately to their needs. They receive training that enables them to identify where support is necessary. Established procedures are in place for recording and reporting concerns. Leaders ensure that families receive the help they need in a timely way.

Leaders ensure appropriate checks on adults who work at the school are carried out. Checks are recorded accurately on the single central record. Governors have secure safeguarding knowledge. They regularly monitor systems for keeping pupils safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in some subjects is not always sequenced in a way that helps pupils to build knowledge effectively. Consequently, pupils do not use their prior learning as well as they could. Leaders need to ensure that the curriculum is sequenced in a way that allows pupils to know more and remember more over time.
- Planned activities are sometimes focused on the outcome of the task rather than the knowledge pupils will develop. As a result, pupils are not always clear about what they are learning. Leaders must ensure that teachers understand their subjects well, so learning is broken down to enable pupils to clearly articulate their knowledge and understanding.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	142241
Local authority	Cornwall
Inspection number	10211740
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	148
Appropriate authority	Board of trustees
Chair of trust	Geoff Brown
Headteacher	Natalie Simmonds
Website	www.lostwithiel.cornwall.sch.uk
Date of previous inspection	1 and 2 May 2018, under section 5 of the Education Act 2005

Information about this school

- Lostwithiel School is part of the Cornwall Education Learning Trust.
- The school makes use of one registered alternative provision.
- There is an on-site breakfast and after-school club.
- The nursery includes provision for two-year-olds.

Information about this inspection

Inspectors carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with the headteacher, the trust lead, the special educational needs coordinator, members of staff and a representative from the governing body. An inspector spoke to the chair of governors on the telephone.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their

learning and looked at samples of pupils' work. An inspector looked at aspects of the art and science curriculum on the second day.

- Inspectors evaluated the effectiveness of safeguarding. They checked the procedures for keeping pupils safe, including the school's single central record.
- Inspectors considered all survey responses, including 16 responses from staff, 57 responses from parents and 41 free-text responses.
- Inspectors spoke with pupils to find out what is it like to be part of the school.
- Inspectors looked at leaders' plans for improvement, minutes of governors' meetings and monitoring documents.

Inspection team

Jane Dennis, lead inspector

Her Majesty's Inspector

Paul Walker

Ofsted Inspector

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