

Inspection of Lerryn CofE Primary School

School Lane, Lerryn, Lostwithiel, Cornwall PL22 0QA

Inspection dates: 10 and 11 October 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Previous inspection grade	Good
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The headteacher of this school is Robyn Riggs. This school is part of St Barnabas Church of England Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Sean Powers, and overseen by a board of trustees, chaired by Sue Morrish.

What is it like to attend this school?

Pupils are rightly proud of Lerryn CofE Primary School. The school motto, 'Small but mighty', is celebrated by the school community. One pupil said, 'We are a small school, but a giant family.' Staff develop strong, positive relationships with all pupils. This helps pupils to learn in a nurturing environment where they grow in confidence.

The school has high expectations for all pupils to be successful. The trust has brought about rapid improvements to the curriculum to ensure that pupils learn with success. The trust has used the expertise of its leaders to support curriculum design and implementation. These actions are making a positive difference to the quality of education that pupils receive.

Pupils and parents value the wider opportunities available to pupils. This is a strength of the school. Pupils enjoy extra-curricular clubs, such as sport and art clubs. They participate in regular events with other schools in the trust. These include sporting competitions and a range of residential visits that begin in Year 2. Pupils also take part in local community events, such as the 'harvest experience' at a local church.

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

The school is ambitious for all pupils. The curriculum sets out the knowledge pupils need to learn. For subjects that are further ahead in their development, such as mathematics, the precise knowledge the school wants pupils to know and remember is clearly sequenced. Staff use a range of strategies to help pupils build their knowledge. Regular opportunities are provided for pupils to revisit what they have learned before. Assessment is used to check how well pupils are learning the curriculum. For example, across subjects, teachers use 'quizlets' to see how well pupils are building their knowledge. As a result, pupils deepen their knowledge well over time. However, in some subjects, the school has not identified with enough precision the essential knowledge pupils need to learn. Consequently, some pupils have gaps and do not build their knowledge as well.

Staff know and support the individual needs of pupils with special educational needs and/or disabilities (SEND). Early identification ensures that these pupils get the help they need. Learning targets to support pupils with SEND to catch up are precise. As a result, these pupils are well supported to learn successfully alongside their peers.

The school helps pupils to learn to read fluently. Pupils are taught in groups that are well matched to their stage of learning. Staff identify pupils who fall behind and support them to catch up. Pupils read books that match the sounds they know to help them become fluent readers. A love of reading is promoted. The new 'nook' area is a calm space where pupils enjoy sharing books. Carefully considered texts across a range of genres are selected for pupils to get to know well. Pupils value the role of 'reading buddies' and regularly share a good book with each other.

Pupils behave sensibly and show positive attitudes to their learning. They know the school rules well and understand how these help them to be successful. Attendance is monitored with rigour. The school takes swift action to continue to improve attendance. Bullying is not a concern. The school teaches pupils the importance of being a good friend. This is well understood by pupils.

Pupils are encouraged to develop beyond the academic curriculum. They say that equality is important to them. They understand difference along with the protected characteristics. As a result, they are accepting of those who are different to themselves. This helps pupils to be respectful citizens, preparing them well for life in modern Britain. The outdoor learning curriculum enhances pupils' understanding of the wider world. For example, younger pupils are taught about rail safety when learning about transport.

Staff appreciate the training provided by the trust to help with the implementation of the curriculum. Local governors and trustees know the school well. Together, they are determined to make a positive difference for the pupils at this school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the essential knowledge pupils need to know and remember is not identified with enough precision. As a result, pupils do not yet build their knowledge as well as they do in other subjects. The trust must ensure that the precise knowledge is identified and sequenced across all subjects and check that pupils are learning the curriculum well.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	139089
Local authority	Cornwall
Inspection number	10288190
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	15
Appropriate authority	Board of trustees
Chair of trust	Sue Morrish
CEO of trust	Sean Powers
Headteacher	Robyn Riggs
Website	www.lerryn-cornwall.co.uk
Date of previous inspection	6 February 2018, under section 8 of the Education Act 2005

Information about this school

- The school is part of St Barnabas Church of England Multi Academy Trust.
- The school is designated as having a religious character. The school is in the Diocese of Truro. At the most recent section 48 inspection of the school, carried out in March 2016, the school was judged to be outstanding.
- Since the previous inspection, there has been a change in headteacher. The headteacher joined the school in September 2023.
- Lerryn CofE Primary School is a smaller than average-sized primary school. Pupils are taught in two mixed-age classes.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors spoke with school leaders, subject leaders, parents, pupils, governors and representatives from the trust.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also spoke to leaders and pupils about the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector listened to pupils read to a trusted adult.
- The inspectors observed pupils' behaviour in lessons and around the school site. Additionally, the inspectors spoke to pupils to discuss their views about the school.
- The inspectors considered responses to Ofsted Parent View, Ofsted's online survey for parents. The inspectors considered comments made by parents online during the inspection and met with some parents on both days. Inspectors also considered responses to Ofsted's online surveys for pupils and staff.

Inspection team

Esther Best, lead inspector

His Majesty's Inspector

Jonathan Gower

Ofsted Inspector

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