



# Lanlivery Community Primary School

Inspection Report

**Unique Reference Number** 111915  
**LEA** Cornwall  
**Inspection number** 278810  
**Inspection dates** 11 July 2006 to 12 July 2006  
**Reporting inspector** Susan Kara HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Lanlivery
<b>School category</b>	Community		Bodmin
<b>Age range of pupils</b>	4 to 11		Cornwall PL30 5BT
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01208 872662
<b>Number on roll</b>	56	<b>Fax number</b>	01208 872662
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Keith Adams
<b>Date of previous inspection</b>	4 October 1999	<b>Headteacher</b>	Mrs Rebecca Barker-Brown

Age group	Inspection dates	Inspection number
4 to 11	11 July 2006 - 12 July 2006	278810

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## Introduction

The inspection was carried out by two of Her Majesty's Inspector's.

## Description of the school

Lanlivery is a small village school serving pupils with a mixture of socio-economic backgrounds from the surrounding areas. The proportion of pupils eligible for free school meals is below average. The proportion of pupils with learning difficulties and disabilities is below the average figure; two pupils have a statement of special educational need. Pupils are taught in three mixed-age classes with Foundation Stage and Key Stage 1 pupils in one class and Years 3/4 and Years 5/6 in the other two classes. At the time of the inspection only two of the six Year 6 pupils were in school as one of the local secondary schools starts its Year 7 transfer programme in June. Nearly all of the pupils are of White British origin. The new headteacher took up post in January 2006.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Lanlivery is a satisfactory school, with a number of strengths; it provides satisfactory value for money. It is a very happy school where the pupils feel secure and in which every child matters. The curriculum is broad and balanced and provides many opportunities for enrichment.

The children make a satisfactory start in the Foundation Stage with most of them achieving the goals that most children reach nationally. Their personal development is good.

The quality of teaching is satisfactory with a number of strengths. However, teachers are not yet making good use of the useful tracking information on pupils' results to inform their lesson planning. Although there are indications that standards are beginning to rise they remain satisfactory. Until the new headteacher arrived there had been inadequate progress on the areas identified for improvement in the inspection of October 1999; the progress is now satisfactory. In two terms the new headteacher has had a significant impact on all aspects of the school's work which demonstrates a good capacity to improve. She fully understands the strengths and areas for improvement in the school although this was not made clear enough in the school's self-evaluation document. However, her judgements were in line with those of the inspectors. The staff, governors, parents and pupils are not sufficiently involved in formally evaluating the school's work. The school works effectively in partnership with other organisations to promote the well-being of learners. The staff are thoughtful and receptive to new ideas and keen to work together to improve the school. Subject leaders have all received effective training in their role and now need to be held to account for raising standards in their subject areas. The governing body recognises that it still has a number of actions to complete in respect of health and safety.

### What the school should do to improve further

- Ensure that the recommendations of the recent health and safety audit are implemented urgently.
- Use assessment information more consistently to make sure that work is well matched to pupils' needs.
- Hold subject leaders to account for the standards and progress that pupils make.
- Improve the quality of self-evaluation by involving all members of the school community in assessing how well the school is doing.

## Achievement and standards

### Grade: 3

Standards are satisfactory. The rate at which pupils make progress including those with learning difficulties and disabilities is also satisfactory. Attainment on entry is judged by the school and inspectors to be just below average; however, until recently

this was not formally assessed or recorded. In the Foundation Stage pupils are now making at least satisfactory and sometimes better progress.

Results in Key Stage 1 and Key Stage 2 in the last three years have been below local authority and national figures, reflecting some underachievement. In 2005 the school failed to meet its targets. As the number of pupils in each cohort is very small the analysis of results except on an individual basis has to be treated with caution.

Early indications from the 2006 national test results and teacher assessments indicate that there is some improvement in standards. For example, in both Key Stage 1 and 2 two pupils achieved above the age-related expectations for the first time in many years. The improved use of data to track pupils' progress is enabling the school to begin to address the legacy of underachievement and to set more realistic and challenging targets.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including spiritual, moral, social and cultural development, is good. The pupils flourish within this caring and nurturing community which enables them to be confident and thoughtful young people, treating each other with great respect. Pupils enjoy school; they behave well and participate enthusiastically in the wide range of opportunities provided for them. A Year 5 pupil reflected the views of many of the pupils, 'This is a great school because I know everybody and they know me'.

Although attendance has improved, a small number of pupils whose attendance is variable have a disproportionate impact on the overall figure and it remains below average.

The pupils value opportunities to take responsibility, for example through the newly established school council. They reported that their views are taken seriously and proudly pointed out that the new bicycle racks were installed at their request. Pupils reported that they feel safe and secure and that there is always someone to turn to for help including staff and members of the school council. They understand how to stay safe and have a very good appreciation of healthy lifestyles. They demonstrate this in their strong commitment to growing their own organic food. Despite the lack of facilities for physical education, pupils participate well in physical activity, including the daily 'wake and shake'.

Pupils make a good contribution to the local and wider communities through taking part in a variety of festivals and activities, including links with Africa. They are developing useful skills that will contribute to their future economic well-being. For example, pupils are enjoying working together to meet the headteacher's imaginative challenge to each class to make a profit from a small enterprise.

## Quality of provision

### Teaching and learning

#### Grade: 3

The quality of teaching and learning is satisfactory with some good features. A particular strength is the quality of the relationships amongst pupils and between the staff and the pupils.

In the well taught lessons good planning ensured that the work was well matched to the mixed age and ability range of the class. A variety of stimulating activities engaged the pupils and the teachers' skilled use of questioning ensured that pupils were appropriately challenged. In these lessons pupils worked well together to successfully support each other's learning. The highly skilled teaching assistants made a valuable contribution to the pupils' learning.

In the satisfactory but less successful lessons the teaching was uninspiring, the pace was often too slow and the more able pupils were not working at the level at which they were capable. The school has correctly identified that assessment information is not used consistently to make sure that the work is well matched to the pupils' needs and this restricts pupils' progress. Marking is variable and gives insufficient guidance to pupils on what they need to do in order to improve.

### Curriculum and other activities

#### Grade: 2

The curriculum is good. It is broad and balanced and meets the needs of pupils well. The school exploits every opportunity to enrich learning, for example the close links established with the Eden Project. Pupils of all ages enjoy being taught French and music by visiting specialists. Most pupils enjoy and learn through a wide range of extra-curricular activities, including both creative and sporting clubs, which reflects their interests well.

The new headteacher has strengthened the curriculum with a renewed focus on literacy and numeracy. Following a successful pilot on 'Pirates' there are good plans to create a more integrated curriculum through making clear the links between subjects.

Pupils' learning in the Foundation Stage and Key Stage 1 is greatly enhanced by their award-winning, eco-friendly classroom. Satisfactory opportunities for outdoor play have been enhanced through the resurfacing of the small play area.

### Care, guidance and support

#### Grade: 3

The pupils are well cared for by the committed staff. Arrangements for safeguarding pupils, including those for child protection, are in place but the school recognises that some aspects of the health and safety policy are in need of revision. The outcomes of the recent local authority audit need to be acted on urgently.

Recent initiatives are enabling the school to track pupils' progress including those with learning difficulties and disabilities more effectively. The recent introduction of group and pupils' targets is helping pupils have a better understanding of how well they are doing. Whilst this support and guidance for pupils' work is improving it is not yet as effective as the pastoral support they receive.

The introduction of the monthly opportunity for parents to meet with their children's teacher has made a good contribution to the improved communications with parents. Pupils report that they are well prepared for their transfer to secondary school.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory and improving. The new headteacher is providing very good leadership and management and in a short time has successfully created a team of staff and governors who are keen to improve and embrace change. She is providing a clear sense of direction and purpose. Many parents are very pleased with the recent improvements in the school and acknowledged that 'since the new headteacher came the school has gone from strength to strength'. They also report that communications with the school have greatly improved. The headteacher has begun to implement good systems and procedures to monitor and evaluate the work of the school. Equality of opportunity is readily promoted in this small and caring school as the pupils are individually known to every member of staff.

The teachers all have many subject responsibilities and they have recently increased their understanding of their role through effective training. They are yet to be held to account for the quality of teaching and learning in their subject areas or for the standards.

The governing body is very supportive and committed to the success of the school; however, it is only just becoming more effective at challenging the school. The school has held a substantial carry forward budget for some years and has rightly allocated some of this money for additional resources including six laptop computers. Much of the remainder of the carry forward budget is being used to support the very generous staffing that the school currently enjoys.

The headteacher knows the strengths and areas for development in the school extremely well. The school's self-evaluation, however, failed to reflect the significant progress the school has made since the new headteacher started. It also did not sufficiently involve the staff, parents, governors and pupils.

The school, particularly the headteacher, has received a wide range of helpful support and advice from the local authority.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for the warm welcome that you gave to us during the recent inspection. We really enjoyed talking with you about your work and the school.

Some of the things we really liked about the school:

- the care and respect you show for the staff and each other
- the way in which you are helped to be confident and thoughtful young people
- the way in which you take responsibility, for example through the new school council
- your commitment to the Eden Project work
- your enthusiasm for growing your own organic food – which we greatly enjoyed eating
- your enjoyment for learning and the way in which you help each other to do better
- the improved communications with your parents.

Lanlivery is a satisfactory school with a number of good features. Your new headteacher is very good; she has already done many things to improve your learning. All the staff and the governors are determined to continue improving the school so that you can do your very best. We have asked them to make further improvements to health and safety as well as:

- using all the information on how well you are doing to make sure you have activities that are right for you in every lesson
- involving you and your parents in assessing how well the school is doing.

With every good wish for the future