



# Lewannick Community Primary School

Inspection Report

**Unique Reference Number** 111932  
**LEA** Cornwall  
**Inspection number** 278817  
**Inspection dates** 26 April 2006 to 27 April 2006  
**Reporting inspector** Andrew Redpath HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Hawks Tor Drive Launceston Cornwall PL15 7QY
<b>School category</b>	Community	<b>Telephone number</b>	01566 782262
<b>Age range of pupils</b>	4 to 11	<b>Fax number</b>	01566 782987
<b>Gender of pupils</b>	Mixed	<b>Chair of governors</b>	Mrs Morag Dyer
<b>Number on roll</b>	85	<b>Headteacher</b>	Mrs Narion Kent
<b>Appropriate authority</b>	The governing body		
<b>Date of previous inspection</b>	1 November 1999		

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 26 April 2006 - 27 April 2006	<b>Inspection number</b> 278817
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## **Introduction**

The inspection was carried out by one of Her Majesty's Inspectors.

## **Description of the school**

Lewannick Community Primary School is a small school. All pupils are White British and are fluent in English. Although the proportion of pupils entitled to free school meals is below the national average, the school's catchment area includes some areas where incomes are low and there is significant deprivation. The percentage of pupils who have learning difficulties and disabilities is about the same as that found in other schools. The number of pupils on roll has increased steadily in recent years and a relatively large number of new pupils join the school each year.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

Lewannick Community Primary School is a good school with several outstanding features. This view is consistent with the school's self-evaluation and with the extremely positive views of parents and pupils. It is a happy school where all pupils take part, including those with learning difficulties and disabilities. The school is well led. There is a committed staff team who treat pupils with respect and encourage them to respect each other. As a result, pupils develop positive attitudes and behave very well. They show pride in their school and are confident communicators. This is because the school allows pupils to take responsibility and is very successful at developing their speaking and listening skills. The curriculum is enriched by a very good range of extra-curricular activities. Good teaching captures pupils' interest. Consequently, pupils work hard and make good progress, particularly at Key Stage 2. Progress is less marked at Key Stage 1, since planning does not always take sufficient account of the full range of pupils' ages and abilities. At Key Stage 2, a few pupils do not achieve the highest levels in national tests, particularly in mathematics. Pupils across the school do not perform as well in writing as in other subjects. The school is aware of these issues and is implementing strategies to tackle them. Pupils with learning difficulties and disabilities make good progress due to the high quality of support they receive. Close links with the Early Years Unit help pupils to settle quickly in the Reception class, where they make good progress due to the high quality of provision. The school has dealt with all the issues identified for improvement at the time of the last inspection. It provides good value for money and demonstrates a strong capacity for further improvement.

### What the school should do to improve further

- evaluate the new strategies for teaching writing and mathematics to ensure they are successfully raising standards
- ensure curriculum planning at Key Stage 1 fully meets the needs of all pupils.

## Achievement and standards

### Grade: 2

Pupils make good progress and achieve well. Those who enter the school through the year settle quickly and make good progress. Pupils join the school with levels of attainment which are about average. By the end of Key Stage 2, they achieve standards which are above the national average in English, mathematics and science. Pupils achieve challenging targets. Progress is particularly marked at Key Stage 2 and, in 2005, the school exceeded its targets in national tests. Progress at Key Stage 1 is satisfactory. Children make good progress in Reception, especially in their personal and social development. Pupils make very good progress in developing their speaking and listening skills across the school. However, pupils in both key stages do not achieve as well in writing as in other subjects. At Key Stage 2, the school is particularly successful in improving the performance of pupils who attained lower levels at the end of Key Stage 1. This is because the school raises pupils' self-esteem and their own

expectations of what they can achieve. A few more capable pupils do not achieve the highest levels in national tests, particularly in mathematics. Pupils with learning difficulties and disabilities make good progress, particularly in their social development. Girls have shown some under-performance in tests in recent years, although not significantly so. The school is rightly monitoring their progress.

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

### **Grade: 2**

Pupils' personal development and well-being are good. Pupils feel valued and enjoy their lessons. Consequently, they are very happy to come to school and their attendance is good. They have very positive attitudes and behave very well. As one pupil commented, 'This is a very friendly school - we don't fall out very often!' Pupils lead very safe and healthy lifestyles. They exercise each morning and can explain why sweets are not sold in the tuck shop. Pupils' spiritual, moral and social development is good. Pupils know the difference between right and wrong and are keen to help others in difficulty. Spiritual awareness is promoted through prayer and reflection in assemblies. Pupils' self-esteem and self-confidence are developed extremely well through the school's programme of residential trips. Pupils describe the excitement and sense of achievement they feel when taking part in such activities as abseiling, canoeing or orienteering. Pupils have a good knowledge of their own culture, but their knowledge and understanding of other cultures is less secure. Pupils make a very positive contribution to the school and to the wider community. For example, they pick up litter in the local village and raise money for an African child. They also run the school tuck shop, organise the loaning of books from the library and give out playground equipment. Taking responsibility for these tasks prepares them well for future life and work. They also learn to discuss ideas and put forward their views with confidence. The writing skills of some pupils are less well developed.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. Teachers and assistants have excellent relationships with pupils and encourage them to work hard. As one pupil remarked, 'We always want to achieve something - we never quit!' Lessons contain imaginative activities which capture pupils' interest. For example, in a science lesson, pupils linked arms in a circle to demonstrate how an electrical circuit operates. Teachers provide regular opportunities for pupils to work in groups, discuss their own ideas and listen to the views of others. This promotes pupils' self-confidence and develops their speaking and listening skills. Pupils find the weekly homework tasks enjoyable and interesting. There has been insufficient challenge for some more capable pupils, particularly in mathematics at Key Stage 2. Teachers have introduced sound strategies to remedy this and also to raise standards in pupils' writing across the school. The effect of these

strategies has yet to be fully realised. Teachers assess and mark pupils' work well and set goals for improvement.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a good curriculum which has a strong focus on developing pupils' self-esteem. Regular activities, such as sitting in a circle to discuss issues and 'sharing good work' assemblies, have a clear influence on pupils' personal development. The school has a good programme of personal, social and health education which very effectively raises pupils' awareness of how to stay safe and adopt a healthy lifestyle. The school recently gained the Healthy School Award and Activemark Gold sports award which recognise its success in this area. The school has improved opportunities for pupils to use information and communication technology (ICT) since the time of the last inspection. Some planned activities at Key Stage 1 need further development to ensure they are always closely matched to the ages and different abilities of pupils. The curriculum in Reception provides children with well planned experiences in all the required areas of learning. The curriculum is enriched by an excellent range of after school clubs and residential trips.

## **Care, guidance and support**

### **Grade: 2**

The care, guidance and support for pupils are good. The school has a very caring ethos where all pupils are respected and valued. Pupils speak highly of adults and report they can talk to them if they have any concerns. The school is also good at encouraging pupils to help each other, for example, through the use of playground 'buddies' who will befriend other pupils who may be lonely or upset. The school has effective and popular arrangements for recognising effort, achievement and good attendance. The school has the necessary policies in place for safeguarding pupils. Risk assessments are carried out before each of the school's various trips and visits. Staff are aware of the school's child protection policy, although some have not benefited from recent training. Good support for children with learning difficulties and disabilities enables them to be fully included in the life of the school. Academic guidance is satisfactory, although some pupils are not sufficiently clear about their targets for improvement. Close links with the Early Years Unit enable pupils to settle quickly into the Reception class. Older pupils are prepared well for their transition to secondary school.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher, ably supported by the senior teacher, has built a strong and committed staff team. They have established a common set of values which are shared with parents and the wider community. This unity of purpose has ensured improvements since the time of the last inspection and provides a strong foundation for further improvement. The school has effective arrangements

for reviewing its work and has a good knowledge of its strengths and areas for improvement. The school works closely with parents, local schools and other agencies, seeking their views and acting on their suggestions. Parents are extremely positive about the work of the school. They appreciate the way their views are welcomed and how any concerns are acted on quickly, in a positive and creative manner. Plans contain appropriate priorities. A recently introduced data system is being used well to track pupils' progress and identify areas of concern. Arrangements for monitoring teaching are satisfactory although, in some cases, these lack sufficient detail to help teachers improve further. Resources are deployed effectively and staff at all levels are encouraged to develop their skills and contribute. A very good example of this is the way in which teaching assistants have responsibility for organising the library and taking groups of pupils for ICT. Governors are very supportive and make regular visits to the school to monitor its work. They ensure statutory requirements are met and finances are managed prudently.

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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>	2	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	NA	NA
The effectiveness of the school's self-evaluation	2	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>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	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	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	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>	2	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>	2	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>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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**

Dear Pupils Recently, I visited your school. Thanks to those of you who spoke to me about your work and the way you get involved in the life of the school. You were very polite and helpful. I also took views from your parents. I am writing to let you know what I thought about your school. The things I liked best are:

- it is a happy school where everyone joins in
- the headteacher and other staff work hard to help you do your best
- you enjoy coming to school and behave very well
- lessons are interesting and you work hard and so you make good progress with your work
- you particularly like the excellent after school clubs, trips and visits
- you are very good at talking about your ideas and taking responsibility for parts of the school's work; this prepares you well for growing up
- if you have difficulty with your work, the school is good at helping you.

Your school could get even better by:

- making sure the new approaches teachers are using in mathematics and writing are helping you get better in these subjects
- planning some of your lessons more carefully so they are always well matched to what you can do. You could help by trying harder with your writing and by some of you aiming just a little higher than you do now.

Best wishes Mr Andrew Redpath Her Majesty's Inspector Alexandra House  
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