

# Lamerton Church of England Voluntary Controlled Primary School

## Inspection report

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<b>Unique Reference Number</b>	113411
<b>Local Authority</b>	Devon
<b>Inspection number</b>	289614
<b>Inspection date</b>	20 June 2007
<b>Reporting inspector</b>	Tom Simpson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	45
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Robert Wiggins
<b>Headteacher</b>	Ann Mitchell
<b>Date of previous school inspection</b>	22 April 2002
<b>School address</b>	Lamerton Tavistock PL19 8RJ
<b>Telephone number</b>	01822 613561
<b>Fax number</b>	01822 613561

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

Lamerton is a small school serving a rural community. The pupils are all White British. Attainment on entry is broadly average. The percentage of pupils with learning difficulties, including those with a statement of special educational needs, is above average. The percentage of pupils eligible for free school meals is below average. The school has recently been awarded an Activemark in recognition of its commitment to promoting the benefits of physical activity and school sport.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This very popular school provides a satisfactory standard of education for its pupils and has a number of strengths. The headteacher and staff are committed to raising academic standards while still striving to provide an interesting curriculum and a high level of personal care. Pupils are very well known to staff as individuals, and effective care, guidance and support ensure that their personal development is good. Pupils' spiritual, moral, social and cultural development is good. The pupils are well behaved and staff deal effectively with the rare cases of challenging behaviour. Most pupils have positive attitudes towards one another and to their work. Relationships are good at all levels. Nearly all parents express confidence in the way the school provides for their children. One parent summed up their positive views by writing: 'I feel very lucky that my daughter is able to attend Lamerton Primary'. Another commented: 'The staff could not be more enthusiastic'.

Teaching is satisfactory overall, but although there are examples of good teaching at all stages, it is not yet good enough to ensure that pupils make consistently good progress, particularly in mathematics in Years 3 to 6. Pupils' learning is soundly supported by a satisfactory curriculum. Provision for children in the Reception Year ensures that they get off to a satisfactory start to their education. This satisfactory progress is maintained as pupils proceed through the school. By the time they leave in Year 6, standards are broadly average and pupils' achievement is satisfactory. However, achievement in mathematics is not as strong as in English and, although improving, it remains inadequate in Years 3 to 6. There is good provision for pupils with learning difficulties and/or disabilities and, as a result, these pupils generally make good progress against their individual learning targets. Leadership and management are satisfactory and sound strategies for self-evaluation ensure that the school's developmental aspirations are a good reflection of its current needs. For example, the weaknesses in pupils' achievement in mathematics have been recognised and a number of initiatives put into place to resolve them. The impact of these initiatives is beginning to be felt, but the lack of staff expertise is holding back further progress. The monitoring role of subject coordinators is underdeveloped and this partly explains why the overall quality of teaching is not higher. The school has improved successfully since the last inspection. For example, standards in writing are higher and the school has gained an award because of its commitment to physical education. As a result of the commitment of staff at all levels, the school has a sound capacity to improve further in the future.

### What the school should do to improve further

- Improve teachers' skills in mathematics in Years 3 to 6 to raise the achievement of pupils to the same level as that in English.
- Develop the monitoring role of the subject coordinators to raise the quality of all teaching to that of the best.

## Achievement and standards

### Grade: 3

Standards are broadly average and pupils' achievement is satisfactory. However, in small schools such as this one, standards vary from year to year according to the abilities of different groups of pupils. To some extent, standards at this school are also affected by the significant proportion

of pupils who have had part of their education elsewhere. For example, only one of the four pupils in the current Year 6 started their education at the school prior to Year 3.

Children get off to a sound start when they enter the Reception Year and are prepared satisfactorily for the rest of their education. As they move through the school, pupils continue to make satisfactory progress. However, progress is not consistent between subjects. For example, progress is often good in English. In mathematics, however, there are regular instances of pupils underachieving in Years 3 to 6. The school has taken action to address this situation, which is beginning to get better, with more-able pupils in Year 5, for example, doing well.

In 2006, the Year 2 national assessment results were significantly above average. Preliminary results for the 2007 group of pupils, which includes some with specific learning difficulties, are lower and likely to be below average. The Year 6, national test results in 2006 were above average in English, but below average in mathematics and science. The school's tracking data and a scrutiny of pupils' work indicate that results this year are likely to be around average in English and mathematics, but below average in science. However, in relation to the pupils' starting points in each subject, this represents satisfactory progress in English and science but lower-than-expected progress in mathematics.

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

### **Grade: 2**

Pupils enjoy their lessons and like coming to school. They say that they find their work interesting and consider their teachers to be helpful. They describe the school as a 'safe and friendly place'. Behaviour in lessons and around the school is good and bullying is rare. The pupils enjoy taking on responsibility and particularly enjoy helping those less well off than themselves through, for example, supporting charities such as 'Send a Cow to Africa'. The pupils themselves suggested supporting a charity which provides help for young cancer sufferers. They contribute to the school's future development through the completion of questionnaires and through a school council, although the latter is not very active. Pupils are pleased that the school is striving for Healthy School status and they have a good understanding of the need for physical exercise and healthy eating. Pupils' spiritual, moral, social and cultural development is good. Their spiritual development is enhanced well through links with the local church and by being encouraged both to challenge and empathise with the ideas of others. They gain an appropriate understanding of other cultures through religious education and personal, social and health education lessons and through special activities that focus, for example, on African, Indian and Aboriginal cultures. They gain a sound range of basic skills which prepare them satisfactorily for the adult world.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The satisfactory quality of teaching and learning is having a sound impact on pupils' achievement throughout the school. A particularly strong aspect of the teaching is the positive and effective way that pupils are managed. As a result, they are well behaved in lessons and keen to learn. Activities are varied and interesting, while work set is appropriately matched to the needs of pupils of different ages and abilities. However, insufficient discussion about the objectives of lessons means that pupils are not always able to judge how well they are learning. In Years 3 to 6, teachers' confidence in teaching mathematics is not as strong as it is in English. The school

has begun to address this situation through staff training but, owing to unavoidable circumstances, this has not yet been completed. There are satisfactory systems in place for assessing and tracking pupils' progress. Until recently, these have been more effective in English than in mathematics.

## **Curriculum and other activities**

### **Grade: 3**

As well as having a suitable regard for pupils' basic skills, the school provides a curriculum which satisfies their wider needs. For example, a good range of clubs, visits and visitors helps to support learning across a range of subjects and enhances the pupils' enjoyment of their work. One parent commented: 'My children are enthusiastic about learning and enjoy the various experiences Lamerton offers'. Careful planning ensures that the needs of pupils in mixed-aged classes, including those in the Reception group, are catered for appropriately. Links between subjects are not yet developed as much in Years 3 to 6 as is usually found in primary schools. This is a current developmental target for the school. The school has recently introduced a new approach to the mathematics curriculum. This has not been in place long enough yet to have had a significant impact on achievement in the subject. Good links with other schools enhance the curriculum and include support from a local specialist languages college in providing French for pupils in Years 3 to 6.

## **Care, guidance and support**

### **Grade: 2**

Pupils throughout the school are well cared for. Being a small school, they are known very well to staff as individuals and are provided with good pastoral guidance. There are good procedures in place for child protection, health and safety and staff recruitment. Good links with outside agencies support vulnerable pupils well. Parents greatly appreciate the high level of care the school provides for their children, and the pupils themselves say that there is always an adult they can go to if they are worried about anything. Target setting is used well in English to guide pupils on what they need to do next to improve their work. However, academic guidance is not yet well developed in mathematics. Pupils with learning difficulties and/or disabilities are well supported by teachers and teaching assistants, which contributes effectively to the progress they are making.

## **Leadership and management**

### **Grade: 3**

The headteacher provides sound leadership and direction and has a strong vision for improving the school's performance and raising standards further. She is well regarded by all parties, including the parents and the pupils. The headteacher monitors teaching and other areas of the school's provision systematically, including the quality of pupils' work and teachers' planning. Being a small school, other members of the teaching staff often have to take responsibility for more than one subject. This they do with commitment. However, their monitoring role is underdeveloped and, as a result, they are not able to have a full view of the effectiveness of provision in their subjects. The school has a sound appreciation of its strengths and areas for development and has put in place appropriate strategies to improve the latter. The governing body is committed, supportive and well informed. Individual governors visit the school regularly

to look at various aspects of its provision. However, their strategic monitoring of the curriculum is not yet sufficiently focused.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

20 June 2007

Dear Pupils

Inspection of Lamerton C of E Primary School, Tavistock, Devon PL19 8RJ

Thank you for making me so welcome at your school. I enjoyed meeting you and hearing about your work. This letter is to tell you about my findings. The school provides you with a satisfactory education.

Here are some of the things I found:

- You are making satisfactory progress in your work and reaching average standards.
- You are well behaved and your personal development is good. For example, you are keen to learn and know how to lead healthy lifestyles.
- You are well cared for by the adults at the school.
- You are soundly taught and regularly given interesting things to do, both in and out of lessons.
- The headteacher and other staff are working hard to make the school even better.

Here are some things I have asked the school to do next:

- Ensure that teachers who are responsible for subjects keep a closer check on how well the provision meets your needs.
- Ensure that mathematics is taught as well as English in Years 3 to 6.

I hope that those of you in Years 3 to 6 will work very hard to make sure that you do as well in mathematics as you do in English.

Thank you again for your help.

With best wishes

Tom Simpson Lead Inspector