

Lanner Primary School

Inspection report

Unique Reference Number	111837
Local Authority	Cornwall
Inspection number	310698
Inspection dates	22–23 April 2008
Reporting inspector	Ian Hancock

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	258
Appropriate authority	The governing body
Chair	Julie Rundle
Headteacher	S Brady
Date of previous school inspection	22 March 2004
School address	Lanmoor Estate Lanner Redruth TR16 6AZ
Telephone number	01209 216346
Fax number	01209 718479

Age group	3–11
Inspection dates	22–23 April 2008
Inspection number	310698

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is larger than average and includes children of nursery age, who are taught in two classes alongside children of reception age. It serves the working village of Lanner and the local community. The majority of pupils are from White British backgrounds, with a small percentage from minority ethnic families. The proportion with learning difficulties and/or disabilities is above average. The school has achieved the Healthy Schools Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This satisfactory school is accurately described by a parent as 'a very friendly, happy and welcoming school, where my children are well looked after'. Strengths in pastoral care, spiritual, moral, social and cultural development and working effectively with others contribute much to pupils' good personal development and well-being. The outcomes are seen in friendly pupils who behave well, feel safe and get on well together. They are keen to participate in exercise and have a good understanding of how to lead a healthy life. The good enrichment activities are a strong feature in the satisfactory curriculum, and stimulate pupils' interest and enjoyment of learning.

Pupils' academic achievement is satisfactory. Children enter school in the Foundation Stage with skill levels that are slightly below those expected for their age. They settle quickly and make good progress, taking full advantage of the opportunities offered to them, particularly in the outdoor area. In Years 1 to 6, achievement has improved in mathematics due to the school's successful implementation of a more structured approach to teaching. As a result, standards are now broadly average in Year 6. In English, however, standards are below average, particularly because more able pupils and boys are not making enough progress. Standards are beginning to improve as a result of more focused support to improve pupils' skills and confidence, but expectations of more able pupils are still not high enough to ensure that their progress is good. The curriculum is satisfactory, but standards in English are also held back by the limited range of planned opportunities for pupils to extend and consolidate their literacy skills across different subjects. Pupils with learning difficulties and/or disabilities benefit from the support given by teachers and support staff and make satisfactory progress.

Teaching and learning are satisfactory. Pupils sometimes make good progress in lessons, but assessment information is not used consistently well when planning work. Consequently, lesson activities do not always support or challenge pupils, particularly in Years 3 to 6, to reach their full potential. The hard work and commitment of the headteacher is a strong feature in the school's leadership and management. The role of the new senior leaders has appropriately been identified as a key area to develop, so that they are more actively involved in self-assessment and school improvement. However, the school is aware of what needs to be done and the success of the initiatives taken so far shows that it has satisfactory capacity for further development.

Effectiveness of the Foundation Stage

Grade: 2

Children are given a good start in the Foundation Stage. They come to school with skill levels that are slightly below expectations for their age, particularly in communication, language and literacy and in their personal and social skills. They make good progress in all areas of learning and by the time they begin Year 1, standards are broadly average. Good teaching and interesting and stimulating activities focus on developing skills and building up children's self-confidence. They enjoy their time in school and work and play well together. The curriculum is well planned and excellent use is made of outdoor facilities and the environment to enrich learning. The current theme features the children acting as pirates searching for treasure, sailing their boats on the high seas and swimming with dolphins. There are good links with parents, who feel they are kept well informed of their children's progress. The Foundation Stage leader is rightly

focusing on raising attainment, especially in writing, communication, language and literacy, and improving assessment procedures.

What the school should do to improve further

- Raise standards in English by ensuring that pupils have regular opportunities to practise and extend their literacy skills in all subjects.
- Raise the quality of teaching and learning, particularly in Years 3 to 6, by consistently using assessment information to ensure that all groups of pupils are supported and challenged to do their best.
- Make sure senior leaders play a full part in monitoring the school's performance to bring about improvement.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted Inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory overall, but there are variations in how well pupils progress between different subjects. The school has successfully focused on improving standards and achievement in mathematics by introducing a more structured approach to teaching and the introduction of 'I can do mathematics' before registration each day. As a consequence, although standards in reading and writing are broadly average at the end of Year 2, they are now above average in mathematics. Standards at the end of Year 6 are now broadly average in both mathematics and science. However, standards are lower in English, where there has been evidence of underachievement for some particular groups of pupils, including boys and higher attainers. The school's recent actions to improve standards, including smaller class sizes, better quality reading materials and more opportunities to stimulate pupils to write, are beginning to have a positive impact. Pupils with learning difficulties and/or disabilities make similar progress to their classmates. Their needs are clearly identified and targets are appropriate to their particular difficulties.

Personal development and well-being

Grade: 2

Pupils enjoy the wide range of activities on offer to them and have very good attitudes to learning. They behave well in and around the school and collaborate very effectively with each other in lessons. Pupils say they feel safe in school and there are very few incidents of bullying. They have a good understanding of how to keep healthy and stay safe. Despite the school's efforts, attendance remains slightly below average. Pupils' spiritual, moral, social and cultural development is good. They have very good knowledge of their own culture but have a more limited understanding of living in a multicultural society. Many pupils enjoy taking responsibilities and the school council members are involved in decision making, such as enhancing the school environment. Many pupils participate in community activities such as music festivals, art exhibitions and the village carnival. Regular fund raising events enable pupils to make a positive contribution to the wider community. Satisfactory achievement in basic skills, together with good interpersonal skills, prepares pupils appropriately for the world of work.

Quality of provision

Teaching and learning

Grade: 3

Positive relationships result in pupils knowing that they can ask for help if they get stuck in lessons. Teachers use a variety of teaching styles, and this contributes well to the pupils' good personal development by ensuring that in most cases pupils are enthusiastic and well motivated. Activities build successfully on prior learning but in some lessons the pace is slow, time is not used effectively and expectations are too low. The key weakness in teaching is that lessons do not consistently meet the needs of all pupils, particularly in Years 3 to 6, where work is not always well matched to what pupils already know or understand. This has a negative impact on pupils' achievement, particularly in English, where they do not reach their full potential. Teaching assistants are fully involved in teaching activities and provide effective support to individuals and small groups of pupils, including those with learning difficulties and/or disabilities, ensuring these pupils make satisfactory progress.

Curriculum and other activities

Grade: 3

Learning is extended well through a good range of extra-curricular activities, including residential experiences, a wide range of clubs, visits to local historical sites and activities to promote the arts. These have a positive effect on pupils' interest and enjoyment in school and strengthen links with the local community. Curricular planning is satisfactory and the school is currently reviewing the curriculum to provide a more creative approach to learning. This is in the early stages of development but is beginning to have a positive impact on capturing pupils' imagination, especially that of boys. Links across subject areas are developing satisfactorily. Recent improvements to the provision for numeracy are having a positive impact on raising attainment. However, literacy provision is not as well developed and this has rightly been identified as a key area for development by the school. There is a strong emphasis throughout the school on developing pupils' personal and social skills, which helps ensure pupils work hard in most lessons.

Care, guidance and support

Grade: 3

Pupils are well cared for, and staff know them well as individuals. The comprehensive personal, social and health education programme is effective in ensuring good pastoral care. There are strong links with outside agencies to enable pupils with learning difficulties and/or disabilities to receive appropriate support. The learning mentor gives good support and is helping the school to access extended services to meet the specific needs of individual pupils. All procedures for safeguarding pupils are met. There are satisfactory procedures for monitoring pupils' attendance, although they are not yet having an impact on absence rates.

Academic guidance and support are satisfactory. Pupils know how well they are progressing through helpful marking and individual targets. The headteacher analyses data to identify individual pupils' progress. However, these data are not consistently used to inform planning or to clearly identify whole-school issues to raise attainment, such as in English and for more able pupils.

Leadership and management

Grade: 3

The headteacher, governors and staff are strongly committed to school improvement. The headteacher provides strong leadership which has been instrumental in establishing a happy and caring school, where all members of the school community feel valued. Most parents are supportive of the school and appreciate the opportunities to take part in various activities, including mathematical workshops. A new senior leadership team has recently been formed to support the headteacher and enable the school to get a firmer grip on improvement. They have a broadly accurate awareness of the school's strengths and weaknesses, and have begun to reconsider the school's self-evaluation procedures in order to more precisely identify key areas for improvement. However, as yet the school development plan is neither specific nor prioritised well enough to show what needs to be done to raise standards and achievement.

Plans to develop the role of senior leaders, so that they have a clearer understanding of the school's strengths and weaknesses, are appropriate to bring about improvement in provision, particularly in English. Currently, the monitoring of teaching and learning in literacy is not sufficiently rigorous to pinpoint precisely what improvements are to be made. Assessment procedures, including new systems for tracking pupils' progress, have significantly improved and identify those not making sufficient progress. However, this information is not used consistently to match work to individual needs.

Governors are supportive of the school and have a satisfactory understanding of its strengths and weaknesses. Many are reliant on the headteacher for direction but are beginning to be more involved in monitoring the school's progress by attending regular training.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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

24 April 2008

Dear Children

Inspection of Lanner Primary School, Redruth, TR16 6AZ

Thank you very much for making us feel so welcome when we came to your school. We enjoyed talking to you very much and thought you were friendly and polite.

The school provides you with a satisfactory education and these are some things we thought were good.

- You enjoy school and behave well.
- You have a good understanding of how important it is to eat healthy food and keep fit by regular exercise.
- You like the clubs you attend and visits and visitors to school.
- Teachers and adults look after you well.
- Younger children make good progress in the Foundation Stage.
- Your headteacher, staff and governors are working hard to make your school better.
- These are the things we thought would make your school better
- I have asked teachers to help you improve your work in English by giving you lots of opportunities to practise your literacy skills in different subjects.
- I also asked them to plan your work in lessons so all groups, especially in Years 3 to 6, can learn more quickly.
- I asked senior teachers to be more involved in checking how well you are doing to help your school get even better.

You can help by continuing to behave well, working hard and listening carefully to your teachers.

Best wishes for the future.

Ian Hancock Lead inspector

24 April 2008

Dear Children

Inspection of Lanner Primary School, Redruth, TR16 6AZ

Thank you very much for making us feel so welcome when we came to your school. We enjoyed talking to you very much and thought you were friendly and polite.

The school provides you with a satisfactory education and these are some things we thought were good.

- You enjoy school and behave well.
- You have a good understanding of how important it is to eat healthy food and keep fit by regular exercise.
- You like the clubs you attend and visits and visitors to school.
- Teachers and adults look after you well.
- Younger children make good progress in the Foundation Stage.
- Your headteacher, staff and governors are working hard to make your school better.

These are the things we thought would make your school better

- I have asked teachers to help you improve your work in English by giving you lots of opportunities to practise your literacy skills in different subjects.
- I also asked them to plan your work in lessons so all groups, especially in Years 3 to 6, can learn more quickly.
- I asked senior teachers to be more involved in checking how well you are doing to help your school get even better.

You can help by continuing to behave well, working hard and listening carefully to your teachers.

Best wishes for the future.

Ian Hancock
Lead inspector