

# Lanivet Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	111913
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	310725
<b>Inspection date</b>	23 October 2007
<b>Reporting inspector</b>	Melvyn Hemmings

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	111
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Denise Trevains
<b>Headteacher</b>	Michael Jelbert
<b>Date of previous school inspection</b>	13 January 2003
<b>School address</b>	Lanivet Bodmin PL30 5HE
<b>Telephone number</b>	01208 831417
<b>Fax number</b>	01208 831417

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This small rural school is popular and oversubscribed. Pupils are from the village and further afield and come from a wide mix of socio-economic backgrounds. The school population is predominantly White British, with a significant minority of pupils being Romany Gypsy travellers. A high proportion of pupils join the school in classes other than Reception and after the start of the academic year. The proportion of pupils with learning difficulties and/or disabilities is above average. The attainment of children on entering the Reception class varies from year to year but is generally below that expected.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Lanivet Community Primary School is a good school that has some outstanding features. It provides pupils with a friendly and stimulating environment in which to work and play. The overwhelming majority of parents are very supportive of the school and rightly proud of the experiences provided for their children. One parent's comment captures the views of many: 'Lanivet is a creative and enthusiastic school that is constantly moving forward'.

Pupils achieve well because of good quality teaching. Children's individual needs are met well in the Reception class and so they make good progress, especially in language and mathematical development. This good progress continues throughout the school and results in pupils attaining above-average standards in English, and standards that are well above average in mathematics and science by the time they leave Year 6. Pupils' progress in Years 3 to 6 is particularly strong as they become increasingly skilled at using previous knowledge and understanding to support their current learning. Though standards are above average in English, they are not as high in writing as in reading. The targets the school sets to improve pupils' performance in writing are not always challenging enough, particularly for pupils who are more able. Related to this, writing activities in lessons do not always fully extend pupils. Pupils have positive attitudes and are keen to learn and this has a good effect on the progress they make. A particular strength of teaching and learning is the teamwork between teachers and teaching assistants. This good teamwork ensures that the individual needs of all pupils, particularly those of pupils with learning difficulties and/or disabilities, are met effectively. However, not all teachers use marking well enough to tell pupils how to improve their work.

The headteacher provides very purposeful leadership and a strong drive for school improvement. All involved in the work of the school share his vision of enabling each pupil to achieve as well as possible. A strong team ethos is evident and relationships at all levels are very good. The school's track record of raising standards and developing the quality of its provision shows it has good capacity to make further improvements. Pupils behave well and clearly enjoy coming to school. They are polite and considerate to the needs of others. A particular strength of pupils' personal development is their knowledge and understanding of how to live a healthy lifestyle, including their awareness of the need for regular exercise. They talk enthusiastically about the many out-of-school clubs they can take part in, particularly enjoying sports activities and their residential stays. The curriculum is further extended by a broad range of visitors to school, such as professional art and dance specialists and an African storyteller. The outdoor area for children in Reception is very small and is used in only a limited way to extend their learning, especially their personal and social development. All pupils are valued as individuals and the school works extremely hard to meet their separate needs. This is exemplified by the extremely good links with outside agencies to provide extra support when needed. A particular strength of the good care, guidance and support is the outstanding pastoral care for pupils, which is much appreciated by parents, who value the inclusive nature of the school. One comment is typical of many: 'The support given to my child and me is second to none. This is a lovely school with very warm and caring staff'.

## Effectiveness of the Foundation Stage

### Grade: 2

Provision in the Reception class is good and enables children to make a strong start to their education. Staff are very aware of the needs of children of this age and so tailor activities to

help them make good progress and achieve well. Many activities are practical, based upon children's personal experiences, and so capture their interest and enthusiasm. Occasionally, however, sessions are too closely directed by teachers and this limits children's development in making choices for themselves. Children behave well and are happy to work collaboratively in pairs and small groups. Though they make good progress in their personal, social and emotional development, which is a weaker area on entry, standards in this aspect still lag behind those in other areas of learning at the end of the Reception Year. The small nature of the outdoor area limits its effectiveness to contributing to this aspect of children's learning in particular. Most children reach overall standards close to the level expected by the end of their time in Reception.

### **What the school should do to improve further**

- Ensure that the targets set to improve pupils' skills in writing are always sufficiently challenging and that teachers extend pupils fully in this area.
- Make sure that marking is used well by all teachers to tell pupils how to improve their work.
- Develop and make better use of the outdoor area for children in Reception, particularly to boost their personal and social skills.

## **Achievement and standards**

### **Grade: 2**

From their starting points on joining school, pupils achieve well and attain standards that are above average in English, and well above average in mathematics and science by the end of Year 6. Their performance in writing is not as strong as in reading, especially for the more able. Children in the Reception class get off to a good start but they do not make as much progress in their personal, social and emotional development as they do in other areas of learning. Over time, boys have not performed as well as girls. The school identified this and introduced a range of strategies to bring about improvement. These have proved successful and there is now no significant difference between the performance of boys and girls. The school has worked hard and successfully to minimise the disruption that mobility can cause to pupils' progress.

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

### **Grade: 2**

Pupils happily take on responsibilities, such as being members of the school council. As well as this positive contribution to the school community, they also make a valuable contribution to the life of the village. For example, they have worked with the local church to resurrect the village fayre and are currently working with local organisations to develop a sports complex for community use. As well as their very strong understanding of health-related issues, pupils show a good understanding of how to stay safe. They move around school sensibly and talk knowledgeably about issues such as road safety. Attendance has improved recently and is now broadly average, though a minority of pupils do not come to school regularly enough. Pupils are well prepared for their future lives by having good basic skills in literacy, numeracy and information and communication technology.

## Quality of provision

### Teaching and learning

#### Grade: 2

Lessons are planned well to provide a variety of interesting activities to promote pupils' learning. Opportunities are built in for pupils to reflect and discuss how successfully they are achieving the lessons objectives. This was evident in a lesson for pupils in Years 5 and 6, for example, which helped them make good progress in their skills in handling mathematical data. Teachers are increasingly involving pupils in assessing for themselves how well they are doing and how they might improve their work. This has a positive effect on their personal development as independent learners as well as on their academic progress. Teachers usually provide work that matches the different abilities of pupils. However, there are times when activities in writing do not provide sufficient challenge to extend their skills, especially for the more able. Some teachers do not use marking effectively to suggest to pupils how they might improve their work. Pupils enjoy their learning, saying that 'teachers make lessons fun'.

### Curriculum and other activities

#### Grade: 2

There is a good balance between promoting pupils' academic and creative skills. Parents not only value the high academic standards their children attain by the end of Year 6, but also the attention given to their all-round creative development. Pupils are given good opportunities to develop their skills in art, drama and music and they say this makes the school an exciting place to be. Provision in information and communication technology has been improved since the last inspection and is now used effectively by pupils to support their learning in other subjects. The nature of the outdoor provision for children in Reception hinders their personal and social development. There is an excellent range of enrichment activities. The school makes very good use of professional sports coaches to develop pupils' skills across a range of sporting activities as well as providing many visits and visitors who extend pupils' knowledge and understanding of the world.

### Care, guidance and support

#### Grade: 2

All involved in the school are firmly committed to ensuring pupils' health and welfare. Links with outside agencies to meet pupils' personal welfare and learning needs are exceptional. There are comprehensive child protection arrangements in place. Staff are aware of the procedures to follow if they have concerns about the well-being of a pupil. Risk assessments for activities in and around school and during off-site visits are rigorous. Pupils say they feel safe in school and are confident that if they have any worries they can talk to a member of staff. The procedures for checking the progress that pupils make are good. The data collected are generally used well in guiding pupils to improve their performance. However, this is done less effectively in writing than in reading for more-able pupils.

## Leadership and management

### Grade: 2

The school's self-evaluation has accurately identified the right priority areas for future improvement. These include raising standards in writing and the development of the outside area for children in Reception. Accurate self-evaluation has also supported the school in making good improvement since the last inspection. For instance, leadership and management, teaching and learning and the standards that pupils achieve have all been improved. Performance management is effective in linking teachers' professional development and whole-school priorities. This is seen, for example, in the successful action taken to improve the performance of boys so that they now achieve as well as girls.. Leadership is effective in supporting specific groups of pupils. For example, it has significantly improved the attendance rate of pupils from Traveller families, which in the past has been very low. Although the school has generally high expectations for its pupils and is improving steadily, its systems for setting challenging targets for improvement in writing are not rigorous enough. Governance is good, with governors being fully involved in helping the school move forward.

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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	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
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?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

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

### 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	1
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	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	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>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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 October 2007

Dear Pupils

Inspection of Lanivet Community Primary School, Bodmin, Cornwall PL30 5HE

Thank you for the friendly welcome you gave us when we visited your school. We really enjoyed meeting you and seeing the things you do. All the pupils we spoke with were very enthusiastic about your school, as are your parents. We found your school to be good. It helps you to achieve well and attain standards by the end of Year 6 that are above average in English, mathematics and science.

Teachers give you interesting things to do and are keen for you to do well. The standards you reach in reading are better than those in writing. This is because the work given to you does not always make you think hard enough about how you might organise and present your ideas in writing. Children in the Reception class do well and make good progress. Their outdoor area is small and limits the opportunities for them to play and work together to help them develop their social skills.

The school is right to be proud of you. You behave well and are considerate to others. You really enjoy your work and are getting better at deciding what you need to do next to improve it. We found, though, that teachers' marking does not always help you to know what to improve. Your understanding of how to live a healthy lifestyle is excellent. The curriculum gives you many exciting opportunities to extend your learning. You told us you especially enjoy your sporting activities and residential stays. Most of you have good attendance but pupils who do not attend regularly could help the school improve by coming to school every day.

All adults take very good care of you and ensure you are safe while in school. You told us that if you have any worries or concerns you can talk to an adult and are confident you would be listened to. The people in charge of the school are working hard to make it even better.

- What we have asked your school to do now:
- In your English lessons, help you to do as well in writing as in reading.
- Make sure that all teachers use marking to tell you how to improve your work.
- Improve the outdoor area for children in the Reception class, particularly to help them develop their personal and social skills.

We hope you keep enjoying your work and remain kind and friendly to everyone you meet.

Best wishes

Melvyn Hemmings (Lead inspector)

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