

# Lerryn CofE Primary School

## Inspection report

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|--------------------------------|-----------------|
| <b>Unique Reference Number</b> | 112026          |
| <b>Local Authority</b>         | Cornwall        |
| <b>Inspection number</b>       | 310764          |
| <b>Inspection date</b>         | 16 July 2008    |
| <b>Reporting inspector</b>     | Marion Thompson |

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 aided                   |
| <b>Age range of pupils</b>                | 4–11                              |
| <b>Gender of pupils</b>                   | Mixed                             |
| <b>Number on roll</b>                     |                                   |
| School                                    | 40                                |
| <b>Appropriate authority</b>              | The governing body                |
| <b>Chair</b>                              | Bernard Bonsey                    |
| <b>Headteacher</b>                        | David Vipond                      |
| <b>Date of previous school inspection</b> | 2 February 2004                   |
| <b>School address</b>                     | Lerryn<br>Lostwithiel<br>PL22 0QA |
| <b>Telephone number</b>                   | 01208 872620                      |
| <b>Fax number</b>                         | 01208 872620                      |

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|--------------------------|--------------|
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## Introduction

The inspection was carried out by one Additional Inspector, who evaluated the overall effectiveness of the school and investigated the following issues:

Children's standards on entry to the Foundation Stage and the progress they make.

The impact of teaching, academic guidance and the curriculum on the progress of most able pupils throughout the school and on girls in Key Stage 1, especially in mathematics.

Whether pupils' personal development is strong enough to be judged outstanding, as the school suggests.

Evidence was gathered from:

discussions with leaders, a governor, pupils and staff;

visits to all classes;

scrutiny of pupils' work;

observation of other aspects of the school day such as assembly, break and lunchtime;

analysis of parents' questionnaires and school documentation, in particular data on pupils' progress;

scrutiny of safeguarding documentation.

Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This is a very small school, where the great majority of pupils come from White British backgrounds. The proportion of children identified as having learning difficulties and/or disabilities is well below average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school, which provides a good education for its pupils. Provision in the Foundation Stage is good and enables children to make good progress. The school has some outstanding features, which are highly valued by parents. Chief amongst these is the high quality of pastoral care. Adults in school know children very well and treat them with respect, promoting their self-esteem and helping them to develop confidence. One parent, typical of many, correctly described Lerryn as 'a lovely little school, with a family atmosphere, where children develop a strong sense of rights and responsibilities and where a positive learning atmosphere is created'.

In this secure and happy environment, pupils thoroughly enjoy all aspects of their school life and attend very regularly. Pupils' social, moral, spiritual and cultural development is excellent. Spiritual awareness is exemplified by pupils' enthusiastic participation in school assembly and by the sensitive poetry they write. Through their work, they show an acute appreciation of the beauty of the countryside around them. They demonstrate care for the environment by recycling waste, planting trees and making compost. Pupils know right from wrong and take a very active part in helping others, including sponsoring a child in Zambia. Tremendous social benefit is derived from working in mixed age classes, with the older children taking their responsibilities for teaching younger 'working partners' to write very seriously.

Pupils pay close attention to safety, and are quick to help others, for example when someone falls over in the playground. There is very little bullying and it is quickly sorted out on the rare occasions it occurs. Older pupils have a very clear awareness and respect for the range of faiths and cultures in Britain. The school's reputation in the local community is boosted by pupils' participation in local events, such as making posters and growing flowers for the local flower show. Most pupils have adopted a healthy lifestyle, eating a balanced diet when in school and taking a very active part in the wide range of opportunities, in school and out, for exercise. Take-up is high for the fairly broad range of extra-curricular activities provided by this small school.

Children's serious attitudes to learning, and excellent behaviour, well-organised teaching and an interesting curriculum ensure pupils achieve well. The standards they achieve vary from year to year, because of the small number of pupils in each group, but are above average overall. Boys and girls of all abilities, including those with learning difficulties and/or disabilities, achieve well in English, mathematics, science and information and communication technology (ICT) throughout the school. Areas where pupils make relatively slower progress, such as problem solving in mathematics and the physical area in science, are beginning to be addressed successfully by making changes to the curriculum. Pupils' good skills in literacy, numeracy and ICT, and excellent social skills prepare them well for the future.

In lessons, staff enthusiasm is catching, and pupils work with interest and commitment. Adults value pupils' work, so they value it themselves and take pride in what they do. Teaching staff work hard to enliven the topics they teach with educational visits and a variety of visitors. Children remember a drum workshop with particular enthusiasm! Generally, work in mixed-age classes presents pupils of different ages and abilities with a good level of challenge.

Assessment and academic guidance are satisfactory. Because class sizes are small and pupils remain with the same teacher for a number of years, staff know the areas in which pupils need support. Formal tracking of progress is satisfactory, but infrequent. Short-term individual pupil learning targets for improvement are often too vague and do not help pupils to recognise what

they need to do to make progress. Marking is regular and positive in tone, but does not provide clear guidance on the steps to take to improve work.

The headteacher, supported well by the staff, parents and governors, provides a good sense of educational direction. The staff team has ensured that pupils have made good academic progress and that their personal development has been excellent for some years. The commitment and enthusiasm of the staff team remain undimmed. Planning is good and is based on a clear understanding of the areas in need of further development. Because of the size of the school and sharing of classes, staff know well what is going on in other classrooms and accurately assess the quality of teaching and learning. However, formal monitoring of teaching, with feedback on how to improve even further, is too infrequent, because of the headteacher's own teaching commitment. Governors provide a good level of support and challenge. The school has a good track record and is well placed to continue to improve.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

When children join the Reception class, they usually have standards that are around those expected for their age in most areas. Social skills and personal development are often higher than would normally be found. However, this varies considerably from year to year, because of the very small numbers involved. Children settle quickly into the mixed age class, because transition arrangements are good and staff are sensitive to pupils' social and emotional needs. Good relationships are built with parents through the school's 'open door' policy, so difficulties are resolved quickly and effectively. Children are carefully assessed over a lengthy period on entry to the school, and teaching and the curriculum are designed to meet their needs well. Pupils make good progress across most areas of learning, especially in developing their knowledge and understanding of the world. For example, they are beginning to understand the concept and vocabulary of different periods of time, such as minutes, days and weeks. By the time they enter Year 1, standards are above those expected for their age. They work well together and are confident in whole-group sessions, despite being with older pupils. Year 1 and 2 children provide good role models. Occasionally, whole-group sessions go on a little too long, and children become slightly restless. Free access to outside play is very limited, because there is no attached outdoor play area. The school takes appropriate steps to minimise the impact of this, but it limits children's opportunities to choose outdoor activities. Leadership and management of the Foundation Stage are good.

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

- Provide pupils with clear guidance on how to improve their work, through marking and precise short-term individual pupil learning targets.
- Enhance teaching and learning by providing staff with clear guidance on how to improve their practice, through more frequent formal monitoring of lessons.

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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 |
|---|----------------|

### 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?   | 2   |
| 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?                                  | 1 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 1 |
| The extent to which learners adopt healthy lifestyles   | 1 |
| The extent to which learners adopt safe practices   | 1 |
| How well learners enjoy their education   | 1 |
| The attendance of learners  | 2 |
| The behaviour of learners   | 1 |
| The extent to which learners make a positive contribution to the community                                    | 1 |
| 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

17 July 2008

Dear Pupils

Inspection of Lerryn C of E Primary School, Lostwithiel PL22 0QA

Thank you for making us welcome when we visited your school. Many of your parents contacted us to tell us their views of the school, so please discuss this letter with them. I am pleased to tell you that your school provides you with a good education from the Foundation Stage onwards.

You achieve well in the Reception class, because all aspects of the provision the school makes for you are good. You also achieve well in Years 1–6, reaching above average standards by the time you leave. Your personal development throughout the school, right from when you start in the Foundation Stage, is excellent. You are all really enthusiastic about school, and work and play safely, taking good care of each other. You attend very regularly and make an excellent contribution to the school and wider community. I was interested to hear that during the week I was there, you were giving support to the local flower show. Keep it up! Your spiritual, moral, social and cultural development is outstanding and I was very impressed by your enjoyment of singing and role play in assembly. You know all about how to live a healthy lifestyle and are mostly successful in putting this into practice, by having a balanced diet and taking part in lots of exercise at playtime and after school, as well as in lessons.

Your good progress in lessons is helped tremendously by your own excellent behaviour. You don't waste time and you have serious attitudes to your learning. It is also because of good teaching and a programme of activities in and out of school that is very interesting to you. The school is making sure that you cover the areas you find more difficult a little more thoroughly. You enjoy taking part in the extra activities the school provides for you, for example in sport. Adults in school take excellent care of you, so you feel secure. Some of you said the school feels like a large family. The headteacher, staff and governors are working hard to make sure the school remains good. We have asked the school to make sure that:

- Marking and the target setting process provide you with clear guidance on how to improve your work.
- Staff have clear guidance on how to improve their work, by having someone observe and comment on their lessons more often.

Best wishes

Marion Thompson Lead Inspector