

Lanlivery Community Primary School

Inspection report - amended

Unique Reference Number	111915
Local Authority	Cornwall
Inspection number	325492
Inspection date	28 April 2009
Reporting inspector	John Laver

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	50
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Keith Adams
Headteacher	Rebecca Barker-Brown
Date of previous school inspection	1 July 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Lanlivery Bodmin PL30 5BT
Telephone number	01208 872662

Age group	4–11
Inspection date	28 April 2009
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Fax number

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Amended Report Addendum

Report amended due to administration error

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This small village school contains pupils from a mainly White British background. The school makes provision for a very small number of children in the Early Years Foundation Stage, who are taught alongside five- to seven-year-olds. There are two other classes in the school, which has experienced falling rolls and a subsequent restructuring of classes in recent years, in addition to several changes in staffing. A higher than average proportion of pupils join or leave the school other than at the usual transition points

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The overall effectiveness of Lanlivery Community Primary is satisfactory. Its standard of education and the outcomes achieved are improving, and this is recognised by the great majority of parents. They comment particularly on the strong family and community ethos of the school, which contributes to high levels of attendance and enjoyment. One parent's comment was typical of several: 'My children are turning into confident citizens ready to face the challenges of secondary school and the wider world.' Parents rightly credit the headteacher with improving the school, whilst simultaneously having to cope with considerable staff changes for such a small school.

The very few children in the Early Years Foundation Stage get a satisfactory start to their school education, and as they move up through the school, pupils maintain a satisfactory level of progress. In some year groups, a high proportion of pupils join or leave the school other than at the usual times. This, plus the small numbers involved in end-of-year tests, results in variable levels of performance and there are few clear trends in achievement. The current Year 6 pupils are at a standard below the national average, particularly in writing, but this small group was also at a considerably below average standard when in Year 2. Overall, most pupils in the school are currently at a standard close to average but improving. There is no significant difference in the achievement of boys and girls or of different groups of pupils, apart from a few more able pupils who do not achieve as well as they could. This is partly due to insufficient challenge in the teaching, which sometimes fails to encourage sufficient independent learning or provide opportunities for these pupils to reach their full potential. It is also partly due to weaknesses in curriculum planning, which do not sufficiently cater for the needs of the full range of pupils in mixed-age and mixed-ability classes. The headteacher recognises the need to raise achievement from its present satisfactory level and has put appropriate strategies in place for this. Measures include more rigorous systems to assess pupils and set appropriate targets. The school has also developed some imaginative opportunities for many pupils to benefit from working on an occasional basis with pupils from other local schools. However, although the strategies are beginning to improve pupils' academic achievement, as pupils themselves recognise, most measures are too recent to have yet had a sustained impact.

Pupils' good personal development is one of the strengths of the school, and is reflected in their strong motivation to learn and enthusiasm for the extensive range of enrichment activities such as clubs and visits. Pupils behave well, and enjoy opportunities to show responsibility in the school community through serving on the school council and activities such as managing class budgets for the purpose of making and selling produce. The school also provides a good level of care and support, so that pupils feel safe and develop as personable, confident citizens.

The headteacher, backed by supportive governors, has made improvements since the previous inspection, particularly in monitoring and developing assessment systems. The improvement is based on accurate self-evaluation, and gives the school a satisfactory capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 3

The overall effectiveness of the Early Years Foundation Stage is satisfactory. The very small numbers of children make satisfactory progress in relation to their starting points, which are

broadly in line with expectations for this age group both on entry to the Reception year and at the end of it. Children enjoy participating in activities, although there is a limited focus on some areas, notably knowledge and understanding of the world, and there are not enough opportunities for independent, child-initiated activities. Staff, including the leadership, are committed and enthusiastic, but relatively inexperienced in extending the range of learning experiences and managing Early Years' children alongside the older pupils who share the class. The school recognises this as an area for improvement. Personal development and the acquisition of learning skills are satisfactory. Relationships and behaviour are good and children feel safe. There is insufficient emphasis on ensuring healthy eating choices, although in all other respects there is a strong emphasis on promoting children's welfare, and parents and outside agencies are full partners in this process.

What the school should do to improve further

- Raise achievement by ensuring more consistency and challenge in the teaching and learning particularly of more able pupils.
- Improve curriculum planning to ensure that there is more progression in the range of knowledge and skills taught to the full range of pupils.
- Raise achievement of children in the Early Years Foundation Stage by extending staff expertise and providing more opportunities for independent learning.

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

Current standards are close to average overall, although below average in Year 6. Achievement is satisfactory for all pupils, including the small number with specific learning and behavioural difficulties. The results of national tests have been variable in recent years, partly because of the very small numbers of pupils involved. Standards have varied between average and just below average in relation to national standards. The previous underachievement in writing, particularly by boys, is now less evident. The school has begun to improve achievement by forming booster groups and changing pupil groupings in class. However, improvement is at an early stage. This is partly because there are still inconsistencies in teachers' expectations and in the match of work to pupils' needs, particularly for those who are most able. Also, teachers sometimes miss opportunities to extend writing skills in subjects other than English.

Personal development and well-being

Grade: 2

Pupils develop well both as individuals and citizens. There is good spiritual, moral, social and cultural development. Both spiritual awareness and recognition of other cultures are promoted successfully in assemblies and through various projects involving links with schools outside the local area. Older pupils enjoy taking on responsibilities such as running clubs, and pupils are generally very positive about the wide range of activities, for example the residential camps and performances such as 'Oliver'. They have a good understanding of the importance of a healthy lifestyle. Although they have some weaknesses in basic skills, pupils feel satisfactorily prepared for the next phase of their education.

Quality of provision

Teaching and learning

Grade: 3

Although there is no unsatisfactory teaching, there are inconsistencies which sometimes prevent pupils from achieving as well as they might. Teachers manage pupils well, and build on pupils' motivation and the good relationships established in lessons. The teaching is at its best when teachers engage pupils actively in group and independent work, observed for example when pupils analysed the impact of persuasive writing in advertisements. Where the teaching is less effective, teachers are too controlling and do not encourage sufficient independent learning, especially by more able pupils. Although pupils welcome their targets and verbal feedback on their work, the marking of written work is not helpful in showing them how well they have done and what exactly they need to do to improve.

Curriculum and other activities

Grade: 3

The curriculum has some strengths, and the school utilises a range of opportunities well to extend pupils' experiences. For example, there is specialist teaching of French and music, with extensive opportunities to learn to play a musical instrument. There are specialist sports coaches, and opportunities for all pupils to learn to swim. There is also a good range of popular after-school clubs. The school makes very good use of its links with other schools to help provide these opportunities. Recent changes in pupils' class groupings take better account of individual needs. However, the organisation of the curriculum does not allow sufficient variation in the challenge and coverage necessary for the wide range of pupils in classes, so that not all of them achieve as well as they might across a wide range of subjects.

Care, guidance and support

Grade: 2

There are robust arrangements for ensuring pupils' safety, which are acknowledged by both pupils and parents. The school looks after pupils' personal needs well, with particularly good support for vulnerable pupils. There are good systems for regularly assessing pupils, tracking their progress and then setting appropriate targets. This is beginning to have more impact on pupils' progress, although the targets are not yet used consistently in lessons. The school has effective arrangements in place to ensure good attendance and to facilitate smooth transition both from the pre-school and for moving on to local secondary schools.

Leadership and management

Grade: 3

The headteacher has made positive changes since the previous inspection, for example in improving assessment procedures and ensuring more regular monitoring. The school is now very clear about what it needs to do to raise achievement further, although some improvements are at an early stage. Governors are fully involved in the school's activities and provide a satisfactory level of constructive challenge to the headteacher. The school makes a good contribution to community cohesion. It has a close involvement in the local community and at regional level, for example through the Cornish language project. The school also teaches pupils

about faiths and cultures in different parts of the world, and has established links with other schools in England and the Democratic Republic of the Congo. Pupils show a good understanding of other cultures and enjoy working on projects to help others. The school also enjoys strong relationships with various outside agencies and several local schools. These links lead to professional development opportunities for staff and allow pupils to join with their peers from other schools in both curriculum and enrichment projects.

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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?	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 capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which learners enjoy their education	2
The attendance of learners	2
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 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?	2

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	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

29 April 2009

Dear Pupils

Inspection of Lanlivery Community Primary School, Lanlivery, PL30 5BT

Thank you for your warm welcome when we visited your school. Although it was a brief visit, we enjoyed seeing you in lessons and talking to you about your school.

Lanlivery Community Primary gives you a satisfactory standard of education. Many of you do progress as you should, although some of you, especially those of you who sometimes find the work quite easy, could do even better. We know that you behave well and enjoy school. You attend school more regularly than pupils do in many other schools. We also know that you feel safe in school, and we agree with your parents that the school looks after you well. We like the way in which you take responsibilities seriously, such as serving on the school council. The school provides you with a good range of extra activities such as clubs and extra help in subjects like music. You also told us how much you enjoy the visits. We were impressed by the efforts which the school makes to help you learn about the different ways in which people live and think in other cultures and countries. Your headteacher and other staff work hard to help you learn and enjoy school.

We have asked the school to do three things to further improve your education. Firstly, we have asked the school to work at encouraging the youngest children to make more choices and become more independent so that they can learn more quickly. Secondly, we have asked the teachers to give some of you more challenging work, so that those of you who find their work easy can make more progress. Thirdly, we have asked the school to make sure that you are all given the right level of work in your various subjects as you move up through the school. You can also help both yourselves and the school as a whole do even better by continuing to work hard.

Once again, thank you for welcoming us into your school and good luck for the future.

Yours faithfully

John Laver

Lead inspector