

Lewannick Community Primary School

Inspection report

Unique Reference Number	111932
Local Authority	Cornwall
Inspection number	325499
Inspection date	27 January 2009
Reporting inspector	Stephen Lake

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	5–11
Gender of pupils	Mixed
Number on roll	
School (total)	85
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	Morag Dyer
Headteacher	Marion Kemp
Date of previous school inspection	26 April 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Hawks Tor Drive Lewannick Launceston PL15 7QY

Age group	5–11
Inspection date	27 January 2009
Inspection number	325499

Telephone number
Fax number

01566 782262
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Introduction

- The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues:
- attainment and achievement across EYFS and Key Stage 1 and Key Stage 2, but especially in writing at Key Stage 1
- the quality of the provision for children in the Reception class
- the school's strategy for community cohesion.

Evidence was gathered from: discussions with the headteacher, chair of governors, pupils and staff; visits to classes and a scrutiny of pupils' work; observation of other aspects of the school day, such as break-time; an analysis of parents' questionnaires; and school documentation, including data on pupils' progress, records of visits by other external assessors and minutes of meetings. Other aspects of the school's work were not investigated in detail but the inspectors 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 small school serving the villages of Lewannick and Polyphant. Children in the Early Years Foundation Stage (EYFS) are taught in the Reception class. This class uses the purpose built pre-school accommodation in the mornings but uses other spaces in the afternoons. Most pupils are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is below average. The needs of these pupils relate mainly to social, emotional and behavioural problems, and specific learning, speech and language difficulties. The proportion with a statement of special educational needs is above average. The school has received a number of national awards, including International Schools and Healthy Schools. Lewannick Community Primary has extended school status. Provision outside of school hours is provided by several groups, including a pre-school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Lewannick is a good school. Central to the success of this school is the high emphasis placed on pupils' personal development through its highly effective pastoral care. Parents recognise the school's success in this area; as one parent wrote, 'Lewannick ... encourages children's self belief.'

Achievement is good. Children start school with skills similar to those normally found at that age. Pupils make good progress overall and leave school at Year 6 with standards that are consistently above average in English, mathematics and science. Pupils' skills in information and communication technology (ICT) are also above average. Progress of children in EYFS has improved and children now enter Year 1 with standards that are above average. The progress of children in Years 1 and 2 has also improved since the last inspection. There has been significant improvement to writing, for example. Nevertheless, the school is well aware that it is less successful at moving on the more able pupils and gaining the higher levels of attainment in Years 1 and 2 than it is in Years 3 to 6.

Teaching is good, especially in EYFS and Years 3 to 6. Teachers motivate and stimulate pupils. Learning is made interesting for pupils through effective use of ICT, especially interactive whiteboards. Teachers are skilled at encouraging pupils to show what they understand, knowing just when to let pupils work things out for themselves and when to prompt them through good questioning. Pupils' work is marked carefully and there are clear targets for the next stage in learning. Pupils say that they find this helpful. Teaching assistants provide very good support for pupils with learning difficulties and/or disabilities. This enables these pupils to be fully included in lessons and make the same progress as other pupils. The school has improved its systems for checking on how well pupils are doing. This information is used well in Years 3 to 6 to set challenging targets for pupils. However, the school recognises that for achievement to accelerate further, targets should be even more challenging in Years 1 and 2. To this end, systems have been strengthened at Years 1 and 2, but are not yet fully embedded. As a result, lesson activities are not always matched as closely as they should be to the needs of the more able pupils in these year groups.

The good quality curriculum contributes very well to pupils' excellent personal development and well-being. The many strengths in this area have been recognised by a wide range of awards. There is a friendly atmosphere in the school. Pupils form good relationships with their classmates, working and playing well together in pairs and groups. Changes to the way the curriculum is planned allow the skilled staff to develop high quality topics tightly integrated across the curriculum to link learning in different subjects. For example, within the current theme of mountains pupils used the recent avalanche at Glencoe as a stimulus to produce some extremely high quality writing in a journalistic style. The wide range of extra activities, visits and visitors ensures that pupils really enjoy school and are keen to be there, as shown by their excellent attendance. Pupils are keen to take part in all the activities provided by the school and talk with enthusiasm about the wide range of after-school clubs. Pupils' outstanding spiritual, moral and social development is reflected in the care and consideration that pupils show to one another, helping each other whenever possible. Pupils' cultural development is good. They have a well developed understanding of life in other countries. The school has recognised that pupils' understanding of the different cultures in Britain is not as strong as other aspects of their personal development and is already exploring ways of developing this further, for example planning visits to, and linking with, schools in multicultural, urban settings.

Pupils make an outstanding contribution to the school community. The many responsibilities that they undertake, including the school council, enable them to develop a keen understanding of the fact that all must work together to develop a strong community. The personal skills gained through this work, together with above average standards attained, mean that pupils are well prepared for their future economic well-being.

Pupils feel safe in school, stating that bullying is rare and adults look after them well. They have an extremely good understanding of how to stay safe and keep fit and healthy because of the good quality care support and guidance that they receive. In particular, pupils have an excellent understanding of the dangers of too much exposure to sun and appreciate the many shaded areas on the playground. Pupils are keen participants in sports and enjoy healthy lunches and fruit snacks.

Through good leadership and management, the school has rigorous and effective systems for checking on itself and accurately identifying strengths and areas for development. This has enabled significant improvements to take place and standards to rise, especially in writing. School leaders have an effective strategy for community cohesion and policy is being continually revised. They have a good understanding of what is needed in this area and have already started to evaluate the success, for example, in the way they link with schools in other countries. A recent appointment to the governors has focused upon ensuring a close link to the local community. Governors support the school well, especially in seeking improvements to the buildings and negotiating temporary use of the purpose built, pre-school classroom to cope with the rising numbers. They visit regularly to check on the work of the school and report back to the full governing body. Governors seek the views of parents and pupils to inform the school development plan. Nevertheless, governance remains satisfactory, rather than good, because it is not yet rigorous enough in holding the school to account for standards, especially those in Years 1 and 2. Taking the recent improvements into account, the school is well placed to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children make good progress from their first day in school. The key strength of the teaching is the way in which they develop children's social skills and prepare them for learning. This sets the tone for the rest of the school. Standards attained by the end of the EYFS vary from year to year because of the small cohorts. Currently, the majority of children reach above expected standards at the end of the EYFS in most areas of learning. Early checks on the attainment of children ensure that those who need extra help are given it as soon as possible.

Welfare arrangements are good and parents appreciate the way that all adults work together to look after the children. As one wrote, 'School is like an extended family.' The EYFS is well led and managed. Close liaison with the pre-school and positive relationships with parents mean that children settle quickly and happily. Their personal development is good, they display positive attitudes and learn to relate well with others. The warm and sensitive care provided by adults is good and helps children to feel secure and confident. Limitations of space mean the EYFS class shares the pre-school classroom, using it in the mornings when pre-school does not meet. This very close link with the pre-school ensures a smooth and happy transition into the EYFS. In the afternoons, EYFS children have to use other rooms in the school. This change is very carefully planned to ensure a wide range of stimulating activities. Nevertheless, the school recognises that the movement about the school and the large number of adults involved make it difficult to ensure consistency in provision. In particular, children have fewer

opportunities to choose their own learning activities during the afternoon, especially as access to the outdoor teaching area is more limited then.

What the school should do to improve further

- Set challenging targets to increase achievement in Years 1 and 2, particularly of the more able pupils.
- Ensure greater consistency in the way children in EYFS are enabled to choose their own learning activities, particularly outdoors.
- Ensure that governors are rigorous in holding the school to account for standards attained, especially in Years 1 and 2.

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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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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/or disabilities make progress	2

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?	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
The extent to which learners enjoy their education	1
The attendance of learners	1
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 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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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	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**

28 January 2009

Dear Pupils

Inspection of Lewannick Community Primary School, Launceston, PL15 7QY

Thank you for making us so welcome when we came to visit your school. We were both impressed by your politeness and keenness to talk to us. Here are some of the things that we found out:

- Yours is a good school where you are learning well right from the time you start school.
- You are making good progress in your learning and your standards at age 11 are higher than in many schools.
- Your behaviour is excellent.
- You told us that you really enjoy school because the teachers make learning interesting – we agree and we found that the teaching is good.
- Your understanding of how to stay safe, eat healthily and keep fit is excellent because the curriculum gives you many opportunities to learn about these things
- You have many exciting things to do outside school, such as the visits and the links with other schools.
- Your school is well led and managed.

To help make your school even better, we have asked it to do a few things:

- To better use the information it has on how well you do to set targets to improve the achievement in Years 1 and 2, especially those of you who are more able.
- To provide ways for those of you in the Reception class to have more opportunities to choose your own activities, especially outdoors.
- To make sure that the governors check if you are doing well enough in your work, especially in Years 1 and 2.

You can help by always doing your best and telling your teacher if you think you can do harder work.

Thank you again for all your help and the polite way you helped us find out all these things.

Yours faithfully Stephen Lake Lead inspector

28 January 2009



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