

# Lamerton Church of England Voluntary Controlled Primary School

Inspection report

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<b>Unique Reference Number</b>	113411
<b>Local Authority</b>	Devon
<b>Inspection number</b>	338163
<b>Inspection dates</b>	19–20 May 2010
<b>Reporting inspector</b>	Stephen Lake

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 controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	48
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Robert Wiggins
<b>Headteacher</b>	Ann Mitchell
<b>Date of previous school inspection</b>	20 June 2007
<b>School address</b>	Lamerton Tavistock Devon PL19 8RJ
<b>Telephone number</b>	01822 613561
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## Introduction

This inspection was carried out by an additional inspector. The inspector spent the majority of time looking at learning, visiting eight lessons and making short visits to a further two, observing four teachers in total. The inspector held meetings with governors, staff and pupils. He observed the school's work and looked at the most recent school self-evaluation form, the school development plan, minutes of meetings held by the governing body, the school's assessments of pupils' attainment and progress, the records held on vulnerable pupils and those with special educational needs and/or disabilities, school policies and reports from the school improvement partner. The inspectors analysed questionnaires from pupils and staff as well as 28 questionnaires completed by parents and carers.

The inspector reviewed many aspects of the school's work. He looked in detail at the following:

- the impact of the above average proportion of pupils with special educational needs and/or disabilities and the above average mobility in all year groups including Reception
- the support available for pupils deemed gifted and talented
- the impact upon learning of the changes to the curriculum
- the systems for monitoring and evaluating the effectiveness of strategies for promoting community cohesion.

## Information about the school

This is a very small school serving the village of Lamerton and the surrounding area. All pupils are of White British origin. The proportion of pupils with special educational needs and/or disabilities is above average and the percentage with a statement of special educational needs is well above average. A wide range of learning difficulties is present ranging from hearing impairment to autistic spectrum disorder. A significant number of pupils join the school part way through their schooling.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. Pupils achieve well because of good teaching and a stimulating curriculum. The outstanding care, guidance and support demonstrate the great concern that staff have for the pupils in their care. This ensures a caring, family atmosphere in which pupils develop into confident and effective learners. Their extremely high attendance demonstrates just how much they enjoy school. Pupils' understanding of how to stay fit and healthy is excellent.

In the Early Years Foundation Stage, children make satisfactory progress, but there are variations with less progress made in speaking and writing and better progress made in creative development. Some learning opportunities are missed because the outdoor area restricts opportunities for children to have access to all areas of the curriculum both indoors and outdoors in all weathers. Overall, the provision for the youngest children is satisfactory.

Pupils make good progress in Years 1 to 6 because of good teaching and, by the end of Year 6, attainment is above average. There are some variations. The school is extremely good at teaching reading. This is partly because of the outstanding engagement with parents and carers who work effectively with the school to improve pupils' reading skills. Attainment in writing has been a school focus for the last year and is improving rapidly but still remains below that in reading, especially in spelling in Years 5 and 6. Pupils with special educational needs and/or disabilities make good progress because of the support from capable teaching assistants.

Strengths in the curriculum make a strong contribution to pupils' personal development. Their spiritual, moral, and especially their social development, is good, but their knowledge and understanding of wider cultures in the United Kingdom and the rest of the world, although satisfactory, is a relative weakness.

The school has an accurate view of its strengths and weaknesses. The excellent leadership and management of the headteacher have ensured robust action to improve the quality of teaching. The governing body is effective particularly in managing a very small budget and in monitoring and challenging the school well. Nevertheless, at present, it does not have a clear enough view on how well the school promotes community cohesion. Pupils' attainment and progress have improved steadily since the last inspection especially in mathematics. The quality of teaching and the quality of the curriculum, together with resources for information and communication technology (ICT), have all improved since the last inspection. Action has already started on most of the areas for development. The school has a good capacity for further improvement.

## What does the school need to do to improve further?

- Improve the provision for children in the Early Years Foundation Stage by:
  - seeking ways to improve the outdoor area so that children can move freely between indoors and outdoors
  - providing more opportunities for children to make independent choices in their learning
  - providing more opportunities for children to develop their speaking and writing skills.
- Improve pupils' writing skills to match those in reading by:
  - improving spelling in Years 5 and 6
  - providing opportunities to stimulate pupils' desire to write more consistently across all subjects of the curriculum.
- Improve pupils' cultural development by:
  - providing better opportunities within the curriculum for developing pupils' understanding of cultures within other parts of the United Kingdom and internationally
  - ensuring that the impact of provision on community cohesion is monitored effectively.

## Outcomes for individuals and groups of pupils

2

Children start school with skills similar to those typically expected for their age but the very small size of year groups means that these vary significantly from year to year. They make satisfactory progress in Reception and enter Year 1 with skills broadly in line with those normally expected. Attainment and progress in Years 1 to 6 have improved over recent years as a result of improved teaching, with no significant gender differences. Pupils' progress is consistently good and occasionally outstanding, especially in Years 5 and 6. Pupils respond well to the good attention given to promoting writing. For example, in an English lesson on the use of similes, pupils responded extremely well to the very good questioning of the teacher. Pupils at all levels showed significant improvement in their understanding to develop sentences to describe a crescent moon, such as: □'The moon is like God's grin shining down on the earth', and □'Shining like a piece of tinsel over a Christmas tree the moon stands strong in the sky'. Nevertheless, pupils' spelling is a comparative weakness and these effective writing skills are less evident in other subjects of the curriculum, such as science.

Pupils are very attentive in lessons and have a respect for themselves and others. The clear impact of the changes to the curriculum to promote pupils' social and emotional literacy (SEAL) can be seen in the very strong social skills of pupils. This has a very positive impact upon learning. Pupils behave well and have a good understanding of how to stay safe because of the excellent guidance they receive. Pupils say there is no bullying and they trust the adults to deal with any that might occur. Many pupils

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

participate in the wide range of opportunities for sport in lessons and after-school clubs and achieve considerable success in inter-school sports. Pupils make a good contribution to their school community; for example, older pupils look after younger ones on the playground. Pupils contribute very well to the local community through activities such as taking part in the Tavistock Carnival or making a tapestry of Noah's Ark for the local church. Pupils' above average attainment and good ICT skills ensure they are well prepared for the next stage in their education with strong skills to support their future economic well-being.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teachers work hard to make lessons stimulating and motivating and make very good use of ICT to support this. The good curriculum has been strengthened by new procedures for teaching writing that have contributed greatly to improvement in attainment in English. It is enriched by a good range of activities that ensure all pupils are motivated to learn. Questioning often challenges pupils well and extends their learning while assessing what they already know. Pupils who are deemed gifted and

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

talented are challenged very well. For example, in a mathematics lesson on perimeter, an extremely challenging activity to cost a bird table from plans and a list of basic material prices really engaged the more able pupils and gave them a secure understanding of why they were learning these skills. Improved assessment procedures are used effectively to inform the planning of work that is at a suitably challenging level for most pupils, but this is occasionally inconsistent in Years 1 and 2 where different work for each ability group is not always clearly enough defined. Visits and visitors make a strong contribution that enhances pupils' learning. Good partnerships with other local schools have supported the school's strategies to improve writing and also supported those deemed gifted and talented in areas such as sport. The school works hard to extend these links and visits to include experiences that will promote pupils' understanding of community cohesion and of different cultures within the United Kingdom and other parts of the world more effectively.

Pastoral care is strong. The above average number of pupils who transfer to the school during their school life are supported extremely well to ensure that not only do they learn effectively but the change to the size of the year group does not affect other pupils. Child-protection procedures are detailed and well known to all staff. The school works very closely with parents and carers to support their children's learning and improve attendance. The additional needs of those pupils deemed vulnerable are met well. The support provided for those with disabilities is outstanding.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## **How effective are leadership and management?**

The high expectations of the headteacher and the commitment to continual improvement are communicated well to all staff. The headteacher monitors well the quality of teaching and learning to ensure equality of opportunity. The school is very good at ensuring that those pupils with additional needs or those who are vulnerable are fully included in all activities. Community cohesion is well developed within the local community but the school has identified in the development plan that this needs extending. The school has started to address this issue, but still needs to organise more in-depth visits and visitors to enable the pupils to gain a better understanding of multicultural Britain and international faiths and cultures. Although a high quality audit has been carried out to identify what needs to be done to improve community cohesion, this has not been extended to include methods of evaluating the impact of any

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strategies put in place.

The governing body is supportive and works with the headteacher to improve the quality of teaching and to plan building improvements. It is rigorous in ensuring safeguarding requirements are met, and the school's systems for safeguarding are effective.

Procedures and strategies to obtain parental and carers' views are effective and many opportunities are provided for parents and carers to keep in touch with the school. The success can be seen in the very high percentage who help in the school or with school clubs to promote their children's learning and well-being.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children in the Early Years Foundation Stage are taught in a class alongside Years 1 and 2. Well-established routines and strong links with parents and carers help children new to the school to feel secure and cared for. Children achieve satisfactorily from starting points that are broadly in line with those typically expected for their age. The capable teaching assistant makes a strong contribution to children's learning and enables different activities from those for pupils in Years 1 and 2, for example, a 'Welly Walk' to look at the village as part of the children's understanding of planet Earth. Although this gave a good opportunity to develop speaking and listening skills and provided a stimulus for early writing, too few opportunities like this occur, which limits progress in speaking and writing. The outdoor area does not provide a sufficiently stimulating environment that allows all areas of the Early Years Foundation Stage curriculum to be covered in all weathers. The covered area is small and away from the school building.



This limits suitable opportunities to move freely between indoor and outdoor activities and to allow children to develop strong, independent learning skills. The strong teamwork between teachers and teaching assistant ensures that the welfare and needs of the children are met well. This enables all children to grow in confidence and build securely on their previous experience. A suitably stimulating curriculum provides an appropriate degree of challenge to children. The key stage is led and managed satisfactorily. The newly appointed leader for the Early Years Foundation Stage has already identified the areas for improvement mentioned but it is too early for changes to have been made. Suitable systems for checking on children's progress are in place.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Parents and carers are overwhelmingly supportive of the school. Written comments were received from 12 parents. Typical of the comments received were:  'There is an inclusive environment where parents can easily get involved'; I have experience of three different primary schools and I feel Lamerton is easily the best'; and  'My children are fully occupied at school and have never complained about being bored'. The inspector agrees with the positive observations of the parents.

There is no area in which a significant proportion of parents and carers expressed concern although two parents expressed some concern that pupils with additional needs should be taught alongside others in such a small school. The inspector does not agree. The school is very inclusive and looks after all pupils equally well.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lamerton Church of England Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspector received 28 completed questionnaires by the end of the on-site inspection. In total, there are 48 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	86	4	14	0	0	0	0
The school keeps my child safe	23	82	5	18	0	0	0	0
The school informs me about my child's progress	22	79	6	21	0	0	0	0
My child is making enough progress at this school	20	71	8	29	0	0	0	0
The teaching is good at this school	22	79	6	21	0	0	0	0
The school helps me to support my child's learning	20	71	7	25	0	0	0	0
The school helps my child to have a healthy lifestyle	21	75	7	25	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	64	8	29	0	0	0	0
The school meets my child's particular needs	19	68	8	29	0	0	0	0
The school deals effectively with unacceptable behaviour	20	71	8	29	0	0	0	0
The school takes account of my suggestions and concerns	20	71	6	21	2	7	0	0
The school is led and managed effectively	22	79	4	14	0	0	0	0
Overall, I am happy with my child's experience at this school	24	86	4	14	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



21 May 2010

Dear Pupils

Inspection of Lamerton Church of England Primary School, Tavistock PL19 8RJ

Thank you for making me so welcome when I came to visit your school. I enjoyed talking with you and going on the 'Welly Walk' with the children in Reception year.

Yours is a good school. It looks after you extremely well and makes sure that you are safe. Some of the other things that I liked about your school are:

- You achieve well and your attainment is above that reached in many other schools.
- The teaching is good and your teachers make learning enjoyable for you. No wonder your attendance is so high!
- You all get on together very well in the school, looking after and helping each other.
- The school has outstanding links with your parents and carers and with agencies outside the school. These links help you learn much better, especially those of you who have special talents and skills.
- The school is led and managed well by the whole team, including your very skilled headteacher.

To help your school get even better I have asked the staff and governors to do just a few things. I have asked them to:

- try and provide a better outdoor area for those of you in Reception and to help you improve your speaking and writing skills
- help those of you in Years 5 and 6 to improve your writing even more, especially your spelling
- find better ways of helping you learn about different cultures in the United Kingdom and the rest of the world and check that these are effective.

Thank you again and good luck with the new allotment!

Yours sincerely

Stephen Lake

Lead Inspector

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