

Lanivet Community Primary School

Rectory Road, Lanivet, Bodmin, PL30 5HE

Inspection dates

19–20 March 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Pupils make good progress and achieve well. They enjoy coming to school and are keen to learn.
- The quality of teaching is good. This has resulted in pupils' above average attainment in reading, writing and mathematics at the end of Year 6.
- Teachers make sure that lessons are planned well to meet the needs of all pupils, including disabled pupils and those with special educational needs. Teaching assistants support learning well.
- Children in the Early Years Foundation Stage benefit from good teaching and develop quickly. Exciting lessons and well-established routines within a stimulating environment enable them to settle quickly and achieve well.
- Pupils' behaviour is good and they are highly respectful of adults and each other. Their positive attitudes are in response to their teachers' high expectations.
- Pupils are very proud of their school and talk about it with pride. They are keen to represent it in a wide range of sporting and other activities.
- The well-respected headteacher offers highly effective leadership. He leads and manages a small but strong team, who make sure that this good school continues to improve, yet retains the core values that are important to the local community.
- Governors provide good support and challenge to leaders. This has been successful in sustaining good achievement for all pupils.

It is not yet an outstanding school because

- Teachers, especially in Key Stage 1, do not always move the more-able pupils onto activities in lessons that help them make faster progress.
- The attendance of some groups of pupils is not regular enough, limiting their achievement.
- Pupils' opportunities to think and learn by themselves are sometimes limited by having to spend too much time working together on whole-class activities.

Information about this inspection

- The inspection was carried out with half a day's notice.
- The inspector visited 10 lessons and observed five teachers. The headteacher joined the inspector for a number of observations. In addition, the inspector made a number of short visits to lessons and small-group work to look at the teaching of phonics (linking letters and sounds) and additional activities run by teaching assistants.
- Discussions were held with the headteacher, staff, pupils, governors and a representative from the local authority.
- The inspector observed the school's work and looked at a range of documents, including the school improvement plans, priorities for development, achievement information and documents relating to safeguarding children.
- The inspector took account of the 28 responses to the online Parent View survey and the 18 responses to the staff questionnaire during the inspection. The inspector also spoke to some parents and carers.

Inspection team

John Cavill, Lead inspector

Additional inspector

Full report

Information about this school

- Lanivet is a smaller than average-sized primary school located in a village. Most children who attend are from the local area.
- The number of pupils who are able to attend the school was increased recently allowing for an extra class to be established in September 2012.
- Children in the Early Years Foundation Stage are taught in a Reception class.
- Almost all pupils are from White British backgrounds. A few pupils are from Gypsy, Romany or Traveller families.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average, as is the proportion of pupils supported at school action plus or with a statement of special educational needs.
- The proportion of pupils who are known to be eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, children in local authority care and for children from armed service families, is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and so raise pupils' achievement, especially in Key Stage 1, by making sure that:
 - teachers use information about the progress of individual pupils, particularly the more able, to reshape tasks and improve learning during lessons
 - pupils do not spend too much time working as a whole group by giving them more opportunities to think, learn and work by themselves.
- Improve the attendance of all groups of pupils by helping them and their families recognise the importance of good attendance on their achievement.

Inspection judgements

The achievement of pupils is good

- Many children start in the Reception class with skills and abilities that are below the levels normally be expected for their age. However, the ability range is wide and varies considerably between different cohorts. The good teaching in the Early Years Foundation Stage means that all children achieve well and most leave the Reception class with at least average levels of skill and ability.
- Good progress continues across the school and has resulted in above-average attainment at the end of Year 6. However, progress in Key Stage 1 is slightly slower due to some weaker teaching, which is currently being tackled.
- Achievement in writing has been weaker than for reading and mathematics but this gap has been closed successfully in Key Stage 2. Although a small gap still exists in Key Stage 1, the introduction of regular teaching of basic skills, including pupils' understanding of phonics (the sounds that letters make), is improving their progress in reading and writing and successfully closing the gap. Current school information shows that progress in writing is now similar to that in reading and mathematics.
- Attainment in reading is above average at the end of both Key Stages 1 and 2. Pupils are able to blend letters well and read and write with confidence. Pupils in a Year 2/3 class were observed making good progress to improve their village myth and legend story by reading each other's work and suggesting improvements using correct punctuation and grammar.
- All pupils from all backgrounds, including those disabled or with special educational needs, make good progress throughout the school from their individual starting points. This is an inclusive school where additional support is expertly targeted to meet individual needs and supports the work being done in lessons, thus promoting equality of opportunity.
- The proportion of pupils who make and exceed their expected progress is now similar to the national average and continues to improve.
- There are very few pupils who are eligible for free school meals in each cohort and consequently it is not possible to draw any conclusions regarding their achievement as a group compared with other pupils at the school. However, pupils who are known to be eligible for the pupil premium make good progress.

The quality of teaching is good

- Teaching is consistently good over time. This enables all pupils to make good progress in all subjects.
- Teachers plan lessons well making sure pupils of all abilities are fully involved. Teachers monitor pupils' progress in lessons using effective questioning and observation. However, sometimes teachers are not making full use of this information to move pupils onto harder work more quickly to speed up their progress. This is especially noticeable for more-able pupils in Key Stage 1.
- Pupils said that their lessons are fun and the teaching was good. All parents and carers who spoke to an inspector were very happy with the quality of teaching at the school and the good progress their child has made.
- Children in the Early Years Foundation Stage benefit from good teaching. Children attending the local pre-school group are able to attend during the summer term before they start. This helps establish good routines. Activities provided for children are well planned and exciting, developing their personal and social skills alongside their work in numeracy and literacy. During a session where children could choose their own activity, teachers and teaching assistants used every opportunity to develop pupils' social skills by suggesting ways that children could learn together.
- In the best lessons, pupils are able to make at least good progress because teachers make sure that they are able to think and learn for themselves. In the Year 5/6 class, where pupils were

working on their own solving number problems, they made outstanding progress. This is because they were able to learn on their own using self-selected resources, not dependent on the teacher for support. However, this is not always the case and in some lessons teachers expected pupils to work in whole-class groups for too long, restricting their ability to think things out for themselves.

- Teachers' marking of pupils' work is regularly undertaken using 'green for growth' comments to assist their understanding of the next steps that they should take. Pupils value this constructive feedback and have regular opportunities to use it to improve their learning by responding to the clear guidance. Regular use is made of self- and peer-assessment to support good learning in lessons.

The behaviour and safety of pupils are good

- Pupils settle well to their work and are respectful of each other and of their teachers. All parents and carers who spoke to the inspector recognised the good behaviour of the pupils at the school and how well they are looked after. Pupils move around the school in a safe and calm manner and play outside together exceptionally well. All pupils, including those in the Early Years Foundation Stage, say they feel safe at school and older pupils enjoy acting as mentors for younger ones.
- Generally, pupils' behaviour is good in lessons and they have a positive attitude towards their learning. However, just occasionally there is some inappropriate behaviour such as chatting to each other or losing concentration, but this is rare and is usually because the teacher has not provided them with appropriately demanding work.
- A very small number of parents and carers who responded to the questionnaire indicated that there may be some bullying but pupils said that there is no bullying of any kind, including physical, emotional and cyber bullying. Pupils are confident the adults will sort out any problems that they may have quickly and effectively. They know that discrimination of any kind is not tolerated.
- Pupils are passionate about their school and are keen to represent it in the wide range of events that are organised, such as the annual local schools sports day on the village green. The school council provides pupils with an opportunity to support the work of the school and has been awarded the bronze level Promoting Active Democracy Loudly award for its work.
- Pupils are keen to come to school and are punctual. The attendance of the vast majority of pupils is above average. However, there are a small number of pupils that do not attend regularly enough. This is having a negative effect on their progress as they are missing too many lessons.

The leadership and management are good

- The headteacher gives the school strong and committed leadership. He has the support of an effective team, including experienced governors, who have made sure that this school not only maintains its good standards but also continually seeks to be even better.
- Leaders manage the performance of teachers well to make sure there is a good match between how well they are paid and how well pupils learn. Training is arranged to meet both the needs of individual members of staff and those of the school to have the most impact.
- The range of subjects and topics provides pupils with exciting opportunities to learn and reflects their aspirations well. Topic-based work is designed well to reflect issues within society such as the recent visits by pupils to the local recycling centre to support their work on the environment. Annual pantomime performances, such as Dick Whittington currently being rehearsed, residential visits with other schools and visitors to school, provide a wide range of experiences to promote pupils' spiritual, moral, social and cultural development.
- Leaders check the progress of pupils regularly. Termly assessments of pupils' progress are made in all subjects and are used by teachers to help plan their lessons. Leaders use this to target

where additional support is required and this is monitored carefully to make sure it has the best effect on how well pupils do. This reflects the ethos at this school that everyone matters and is valued.

- Leaders robustly manage all statutory requirements relating to safeguarding.

- The local authority provides light-touch support to this good school.

- **The governance of the school:**

- The governing body supports the headteacher well and understands how well the school is performing. Governors are experienced and continually focus on challenging school leaders to secure further improvements. They check and understand how well the pupils are doing in relation to pupils nationally. Governors are committed to becoming even more effective and undertake regular training. All governors are actively involved at the school and expected to closely monitor their allocated subject area with detailed checklists to record their findings. This means they are fully aware of the school's strengths and areas for development, linking this understanding to the improvement planning process and judging its impact on pupils' achievement. Governors continually challenge teachers to improve and have helped to maintain the good teaching through setting targets. Teachers' salary progression is only rewarded to reflect their quality of teaching and any leadership responsibilities they demonstrate. Governors know what the school is doing to tackle any underperformance. Funding to the school is monitored well by governors and they work closely with the headteacher to make sure any additional funding, such as the pupil premium, is spent effectively. The achievement of pupils in receipt of the pupil premium funding is checked regularly to make sure that these pupils make at least the same good progress as their classmates.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	111913
Local authority	Cornwall
Inspection number	403163

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	125
Appropriate authority	The governing body
Chair	Denise Trevains
Headteacher	Mike Jelbert
Date of previous school inspection	23 October 2007
Telephone number	01208 831417
Fax number	01208 831417
Email address	secretary@lanivet.cornwall.sch.uk

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