

Lanner Primary School

Lanmoor Estate, Lanner, Redruth, TR166AZ

Inspection dates 19–20 March 2014

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.

- After a prolonged unsettled period with many staff changes, the new headteacher has established a cohesive team of staff and governors who share her ambition for continuous school improvement. As a result, the school is moving forward rapidly.
- Children settle very quickly into the Early Years Foundation Stage. They are given things to do that interest and excite them. They make a flying start to their life in school.
- Pupils make good progress and many reach above national average standards by the end of Year 6.
- The quality of teaching is consistently good, with many examples of excellent practice, particularly in Years 5 and 6.
- Behaviour is good; pupils are polite and well mannered. They participate enthusiastically in lessons.
- Parents are confident the school works hard to keep their children safe.
- The new senior leadership team and middle leaders have received very good training and guidance. This has enabled them to take a more active part in leading the school's further improvement.
- The governors check thoroughly how well the school is doing to ensure that all pupils make good progress and that teaching is always at least good and more becomes outstanding.
- Leaders' relationship with parents is strengthening because leaders keep parents well informed. Parents appreciate the stability the new headteacher and the governors are bringing to the school.

It is not yet an outstanding school because

- Teaching and achievement are not yet outstanding because pupils in some year groups do not make such strong and sustained progress as in others.
- Not all teachers use the school's marking system consistently well across all subjects to help pupils to improve their work.
- Some leaders responsible for subjects are not yet all fully effective in improving teaching.

Information about this inspection

- Inspectors observed 17 lessons, six of which were joint observations with school leaders.
- Meetings were held with pupils from Years 5 and 6 and members of the School Council and many other pupils were spoken to during lessons and break times.
- The inspectors held meetings with governors and had a telephone conversation with a representative of the local authority.
- The inspectors held meetings with school staff, including senior and middle leaders.
- Inspectors heard children read and also observed morning playtime and lunch breaks, and attended a singing assembly.
- A visit was made to the breakfast and after club run by the school.
- Pupils' work was scrutinised, including the 'learning journey' records of the youngest children. Displays around the school were also examined.
- Note was taken of the 17 responses to the staff questionnaire, the 45 responses made to the on-line questionnaire (Parent View) and responses to the school's own survey of parents' views. An inspector met some parents informally at the start of each day.
- A range of documents was looked at, including the school's data on pupils' progress, planning, school self-evaluation and monitoring and records relating to behaviour, attendance and safeguarding.

Inspection team

Anne Wesley, Lead inspector	Additional Inspector
Terry Payne	Additional Inspector
Terry Mortimer	Additional Inspector

Full report

Information about this school

- The school is an average-sized primary school.
- It has three classes in Key Stage 1 and four in Key Stage 2. Nursery and Reception children are taught together in the Early Years Foundation Unit by two teachers.
- Most pupils are of White British heritage.
- An average proportion of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care, pupils known to be eligible for free school meals and children with a parent or carer in the armed services.
- The proportions of pupils supported at school action and school action plus are below average. The proportion of pupils with a statement of special educational needs is also below average.
- A breakfast and after-school club, which is managed by the governing body, is available.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress.
- The school does not make use of alternative provision for any of its pupils.
- Following the retirement of the previous headteacher, the school was led by two acting headteachers. The current headteacher took up her post in September 2013.

What does the school need to do to improve further?

- Lift teaching and achievement from good to outstanding by:
 - ensuring that all teachers are using the marking system consistently well so that pupils know how to improve their work in all subjects
 - using the newly trained middle leaders to contribute more fully to improving the quality of teaching and pupil progress in their areas
 - ensuring that all teachers have the same high expectations of how the pupils present their work.

Inspection judgements

The achievement of pupils is good

- Despite the staffing difficulties the school has faced both in the leadership and teaching, the pupils have continued to make good progress and achieve well. In the Key Stage 2 tests in 2013, over half of the pupils made more progress than others nationally in both reading and mathematics. Pupils in Year 6 regularly achieve well above national averages at Level 5.
- Pupils' learning in lessons, work in books and the school's own checks of pupils' progress show many pupils are making rapid progress, especially in writing and mathematics. In Year 6, there is much evidence of more able pupils producing work at the higher levels.
- Pupils in some classes do not progress as rapidly as in others. However, the school's new system for tracking individual pupils' progress quickly identifies any dips, which are then rectified.
- Most children enter school with skills and understanding in line with what is expected for their age. As a result of good teaching and activities closely matched to their needs and interests, all children make good progress in the Nursery and Reception classes.
- In Key Stage 1, there has been a three-year trend of improving results, which are now above average in reading, writing and mathematics. The focus the school has had on improving the writing of the younger pupils has been extremely effective. This begins in the Early Years Foundation Stage Unit, where writing is promoted at every opportunity and children are keen to show off their early writing skills. They regularly choose to write about their drawings, which they enjoy sharing with visiting adults.
- Disabled pupils and those with special educational needs have their needs identified early. They receive well-targeted support quickly and are making faster progress than has been the case in the past, with the result that their progress is now as good as that of other pupils.
- Current checks of pupils' work show that pupils who benefit from pupil premium support have quickened their progress because of extra adult support. As a result, previous gaps in attainment between these pupils and other pupils at the end of Year 6 in 2013, of 12 months in writing and three months in reading and mathematics, have all been closed. All groups of pupils supported by the pupil premium now achieve at least as well as other pupils.
- Pupils' improved performance in the 2013 screening check on phonics (letters and sounds) and their above-average scores in the Year 2 re-check show that teaching of phonics is now more effective. This is also reflected in the accelerated progress being made in writing by pupils in Key Stage 1.

The quality of teaching is good

- The quality of teaching, including in literacy and mathematics, is consistently good. Discussions with pupils and a scrutiny of the work in their books show that teaching has been typically good over time.
- Children quickly become enthusiastic about learning in the Early Years Foundation Stage Unit. Each week, the teachers talk with the children about their interests and listen carefully to which aspects of the current topic have excited the children most. The result of this is that children persevere with tasks very well and use their imagination and creativity constantly. For example, children thoroughly enjoyed using a construction they had made collaboratively. For one group it was a tractor, while the next had decided it was an aeroplane. The children, led skilfully by the class teacher, used a very good range of language and vocabulary.
- Pupils engage well with their lessons. Learning proceeds at a good pace, which ensures high levels of interest and engagement. Pupils respond very well to the challenges set for them by adults. For example, some of the most able pupils chose to challenge themselves in a highly successful Year 6 mathematics lesson. By starting with the tasks set at the highest level, they quickly began to make extremely good progress.
- Teachers work hard to enthuse the pupils with interesting ideas which stimulate their

imagination. Pupils say that teachers make learning fun. For example, the night-time picnic they enjoyed in Tehidy Woods, as part of their work on 'A Midsummer's Night Dream', provided them with a memorable experience and stimulated very good creative writing.

- Teachers generally have high expectations of pupils' work. Pupils regularly produce longer pieces of writing which are particularly good when they have arisen from subjects such as history. For example, instructions written by Year 5 pupils about how to mummify a body showed how their interest had led to written work at its very best. However, teachers in some classes accept work which is less well presented.
- Year 2 pupils have been extremely well motivated by the class pet. In mathematics, pupils have produced very good reports on the cost of the food hamsters need, based on their research into the subject.
- Marking by some teachers is exemplary. They tell pupils very precisely how they can improve their work and then ensure that pupils regularly have time to act on the advice. However, this practice is not consistently good in all classes and in all subjects.
- Teaching assistants provide good support for disabled pupils and those who have special educational needs, as well as those who are known to be eligible for the pupil premium. They do this by working closely and effectively with them, whether in class, on individual programmes or in small groups.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. There is a very welcoming atmosphere throughout the school. Pupils are polite, courteous and get on well with each other and adults. They enjoy school and are keen to learn. Pupils from different backgrounds relate well to one another.
- Pupils are allowed into their classes early and quickly settle to interesting activities set for them. They use this time well, for example to improve their work from the previous day according to the teacher's advice written in their books. A purposeful start to the day is assured.
- Teachers and teaching assistants establish very good relationships with their classes and manage pupils' behaviour very effectively. As a result, pupils are happy to contribute to lessons and they listen well to each other.
- All members of the school community describe behaviour as good and much improved. These views match inspectors' observations of the pupils at work and play.
- The new behaviour policy is providing a more consistent approach to managing behaviour throughout the school, with a positive reward system which is appreciated by the pupils.
- The children entering the Early Years Foundation Stage learn the rules of good behaviour quickly. The youngest children watch and learn from the older ones in the class, who show maturity as they concentrate on tasks, persevere with activities and collaborate well with each other.
- The school's work to keep pupils safe and secure is good. Pupils feel safe and know help is on hand should they need it.
- Pupils know and understand about the different kinds of bullying. They are particularly knowledgeable about e-safety and the possible dangers associated with social networking sites.
- Some parents expressed a concern about bullying. However, the majority of parents, staff and children agreed that although this has been an issue in the recent past, any concerns are now dealt with quickly and effectively.
- The breakfast and after-school club provides a valuable resource for parents. The sessions are calm and purposeful, and pupils enjoy what is on offer and collaborate well with each other.
- Attendance has improved and is now above the national average, an illustration of the school's strengthening relationship with parents.

The leadership and management are good

- The new headteacher, senior leaders and governors, having established a stable teaching staff, have a fierce ambition for improvement. They are setting high expectations for pupil achievement and the quality of teaching. Consequently, the quality of teaching is consistently good, with much that is outstanding, and pupils achieve well.
- Leaders have an accurate view of the school's strengths and weaknesses. They have identified the right priorities to improve teaching even further and accelerate the progress of all groups of pupils.
- The headteacher has introduced a clear and systematic system for helping teachers to track the progress of individual pupils. This is used rigorously, so individual progress in reading, writing and mathematics is regularly checked and reported on to governors. Support can be targeted quickly when it is necessary.
- A new team of middle leaders, with clear roles and responsibilities, has been established and trained. These members of staff know their areas of responsibility well and model good practice well, but as yet are not fully involved in checking the work of other teachers.
- An effective performance management scheme provides support, challenge and appropriate training for staff. Actions to bring about improvement are always followed through to see if they are successful. Teachers are held to account for the progress of pupils in their classes and know that there is a clear link between good performance and salary progression.
- Leaders and managers fulfil their statutory duties effectively. Actions include the thorough vetting of all those who work in the school. Finances are managed efficiently to ensure that funds, such as the pupil premium, are used effectively to include pupils in the full range of school activities and to boost achievement.
- Topics studied bring together different subjects in a way that pupils describe as 'fun and interesting'. Pupils appreciate the visits and visitors which enrich the themes considered. The wider curriculum contributes well to the pupils' spiritual, moral, social and cultural development.
- The school is diligent and effective in promoting equality of opportunity and eliminating any potential discrimination.
- The local authority conducted a review of the school following the retirement of the previous headteacher and supported the school until a new leadership structure was established. They have stepped back as they have monitored the effective improvements closely and now offer light-touch support.
- Leaders have planned well to make good use of the primary school sports funding. The plan includes the employment of coaches in a wider range of sports to encourage pupils to adopt a healthier lifestyle. Leaders have also allocated money to train the school's own teachers so that they can deliver these sports in the future.
- **The governance of the school:**
 - Governors have strengthened their work significantly and have worked extremely well with both acting headteachers to bring the school through a very difficult period. Now, together with the new headteacher and other senior leaders, they form a formidable team striving to make this good school even better. Led by a very effective chairman, governors ensure that they are fully informed about all aspects of school improvement. They do this by frequent visits to school, careful checking of the headteacher's reports on the quality of teaching and rigorous scrutiny of data on pupils' performance. Governors challenge school leaders to ensure that teachers' performance management and salary progression lead to improved pupils' achievement. Governors check diligently the progress of pupils entitled to the pupil premium grant to ensure that the money is used effectively. They also check that the new sport funding develops skills and enhances pupils' health and well-being. Governors regularly take part in training courses to ensure they are fully up to date with all their areas of responsibility. They ensure that their statutory obligations are fully met, including safeguarding.

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	111837
Local authority	Cornwall
Inspection number	440990

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	263
Appropriate authority	The governing body
Chair	Steve Roberts
Headteacher	Melanie Haddy
Date of previous school inspection	18–19 November 2010
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