

Inspection of Lanivet Community Primary School

Lanivet, Honeys Hill, Bodmin, Cornwall PL30 5HE

Inspection dates: 21 and 22 September 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Leaders provide pupils with many opportunities to develop a 'love of learning' at Lanivet Community Primary School. They have ambitious expectations for all pupils, including those with special educational needs and/or disabilities. Pupils talk with confidence about how much they enjoy learning, starting in the Reception Year. Pupils are clear that staff want the best for them.

Most pupils behave well. They know what it means to 'be ready, be respectful and be safe'. Classrooms are calm and productive environments. Pupils say that learning is rarely disturbed by poor behaviour. A few pupils find it difficult to meet leaders' high expectations. They receive help from staff who know their needs well and help them to understand their emotions. Consequently, pupils experience success and are well prepared for the next stage in their education. Pupils know what the different types of bullying are. They know what to do if it were to happen to them.

Parents appreciate leaders being visible on the playground each morning. They consider leaders to be friendly and welcoming. The majority of parents hold positive views of the school. 'My children are valued, safe and happy', was a typical comment.

What does the school do well and what does it need to do better?

Leaders make sure that reading has a high profile. Pupils enjoy reading and read often, both in school and at home. They know why reading is important. Pupils read a wide variety of books that are closely matched to their reading ability. Teachers ensure that pupils listen to different types of literature, such as poetry. There are many inviting places in school for pupils to enjoy a book. Leaders celebrate reading in school and with parents. They check pupils' progress carefully. Staff understand the phonics programme well. As a result, pupils who struggle to read receive timely support that helps them to catch up quickly.

Leaders have designed an ambitious curriculum. They have carefully considered the sequence of learning so that pupils build their knowledge well. Teachers deliver the curriculum in interesting and engaging ways. They act on the feedback leaders give to them to improve their practice. However, in some foundation subjects, teachers are not always clear on what the most important knowledge that pupils need to remember is. As a result, some pupils develop gaps in their knowledge and find it hard to remember their learning over time.

Teachers use assessment to check what pupils know and remember from the curriculum. This works particularly well in reading, mathematics and physical education (PE). Teachers adapt learning to respond to what pupils know and can do. However, in some other subjects, the information this gives teachers is not as accurate as it could be. Some gaps in knowledge are not identified quickly enough.

This is an inclusive school. Leaders make sure that all pupils receive the support they need to be successful. Leaders work closely with other professionals to ensure that they meet pupils' needs. They share pupils' learning targets with parents. Pupils say that adults know when to guide them and when to let them 'have a go' on their own. This helps pupils to develop their confidence and independence.

Children in the Reception Year settle quickly into the school routines. They learn phonics as soon as they join the school. Staff communicate clear expectations for how children should behave. They are responsive to children's individual needs. Staff ask children purposeful questions about their learning. Consequently, children develop their vocabulary and language skills well. Children work cooperatively and take part in well-planned learning activities that build on what they know and can do. They finish Reception well prepared for the curriculum in Year 1.

Pupils are respectful towards others. There are strong relationships between staff and pupils. Pupils learn how to show the core values of cooperation, empathy, perseverance, resilience and respect. They show positive attitudes to their learning. Pupils engage with views, beliefs and opinions that are different from their own. They are proud of the inclusive ethos of the school, and have an awareness of different cultures. Pupils learn about different types of relationships. They know that healthy relationships rely on mutual respect and trust. Pupils are prepared well for life in modern Britain.

Staff appreciate leaders' consideration for their well-being and workload. They regard leaders to be approachable and supportive. Leaders communicate a clear vision for the continued improvement of the school.

Leaders value the support the trust provides. The trust has overseen a period of instability and made recruitment decisions that have enabled sustainable improvements.

Safeguarding

The arrangements for safeguarding are effective.

Leaders plan and deliver safeguarding training that helps staff to keep pupils safe. Staff know how to recognise possible signs of abuse. Procedures for recording and reporting concerns are robust. Leaders take prompt action to secure vulnerable families the support that they need.

Pupils learn how to keep safe online as part of the curriculum. They know not to share passwords and personal information. Pupils say that they have trusted adults in school they can speak to if they are worried. This helps them to feel safe.

Governors understand their responsibilities in relation to safeguarding. They carry out these duties well.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers are not always clear about the most important knowledge that pupils need to remember. As a result, some pupils develop gaps in their knowledge and find it hard to remember their learning. Leaders need to ensure that the key knowledge pupils need to remember is identified clearly in all subjects.
- In some subjects, teachers' checks on what pupils know and can do are not as helpful as they could be. Some gaps in pupils' knowledge are not identified quickly enough. Leaders need to ensure that there is a consistent and effective approach to assessment in all subjects. This will enable teachers to adapt learning successfully when needed.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145755
Local authority	Cornwall
Inspection number	10241438
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	158
Appropriate authority	Board of trustees
Chair of trust	Anita Firth
Headteacher	Joanna Harvey
Website	www.lanivet.cornwall.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Lanivet Community Primary School is part of Truro and Penwith Academy Trust.
- The headteacher joined the school in January 2022.
- Leaders do not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and PE. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also spoke to leaders about the curriculum in some other subjects.

- Inspectors spoke with school leaders, subject leaders, parents, pupils and representatives from the trust.
- An inspector listened to pupils read.
- To evaluate safeguarding, inspectors spoke to the designated safeguarding leader (who is also the headteacher). Inspectors also spoke with staff, governors and pupils, and evaluated record-keeping and staff training.
- Inspectors considered responses to Ofsted Parent View, Ofsted’s online survey for parents, and comments made by parents online during the inspection. They also evaluated responses to Ofsted’s staff and pupil questionnaires.
- The lead inspector received three letters from parents during the inspection.
- An inspector met with parents at the start of the second day.

Inspection team

Jane Dennis, lead inspector

His Majesty’s Inspector

Jonathan Gower

Ofsted Inspector

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