

# Inspection of a good school: Lanner Primary School

Lanmoor Estate, Lanner, Redruth, Cornwall TR16 6AZ

---

Inspection dates: 17 and 18 May 2022

## Outcome

Lanner Primary School continues to be a good school.

## What is it like to attend this school?

Pupils and parents consider Lanner Primary School to be a 'school that cares'. Pupils enjoy attending. They know that they always have to try their best. Pupils show determination to reach teachers' high expectations. Leaders carefully consider how all pupils, including those with special educational needs and/or disabilities (SEND), can be supported to learn well. Pupils say that only their best effort is good enough. One parent said, 'There is a hunger for all children to do their best and be proud of their achievements'.

Pupils learn about different types of bullying. They say that bullying rarely happens. Pupils are confident that adults would step in and act quickly if it did. They appreciate how adults listen to them.

Parents value the strong relationships that exist between staff and pupils. Pupils understand leaders' clear expectations of behaviour. They say that they are treated fairly and with respect. Consequently, most pupils behave well. Pupils who need it receive support to understand their emotions. Pupils are encouraged to reflect on their choices. They develop an understanding of how their actions impact others. Classrooms are calm and purposeful.

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

Leaders prioritise reading. Each part of the curriculum is based on a book. Pupils read often. They read books that are suitable for their reading ability. As a result, they develop into confident and fluent readers. Pupils enjoy listening to adults read. Adults share a love of reading and encourage pupils to read books from a wide range of authors. The reading curriculum is well organised. Pupils receive high-quality phonics teaching. Leaders monitor the effectiveness of phonics teaching and support staff to make improvements. Adults keep a close eye on pupils who struggle to read. They give them extra help to catch up quickly. Leaders help parents to understand the school's approach to the teaching of phonics.

Pupils, including those with SEND, learn through a carefully considered and ambitious curriculum. Leaders have thought carefully about the knowledge that pupils need to know in each year group. Pupils build knowledge well, starting in the early years. They apply their knowledge to different aspects of learning. For example, in history, older pupils confidently compare architecture in the early Islamic civilisation to that of the Vikings. Teachers find out what pupils know and remember from current and previous learning. They use this information to check if pupils have any gaps in their understanding. This works particularly well in mathematics. Teachers have secure subject knowledge. Pupils usually learn through interesting and engaging activities. However, sometimes, teachers do not consider the small steps of learning carefully enough. This means that learning activities do not always help pupils to understand and remember the curriculum as well as they could.

Children in the early years get off to a strong start. They are curious and confident learners. The learning environment enables children to explore and be creative. There are many opportunities for pupils to develop their language and communication skills. Leaders ensure that children are ready for the curriculum in year 1. For example, children use positional language when describing a rainforest scene. Adults recognise when children need support and when they can learn independently.

Pupils describe inclusion as making sure everyone can learn well and feel accepted. Leaders ensure that pupils with SEND can access the full curriculum. They make skilful adaptations to ensure all pupils can experience success. Parents appreciate that leaders 'go the extra mile' to recognise all pupils as individuals with specific talents.

Pupils learn about the world beyond the school's local community. Leaders plan yearly residential for pupils to experience adventure and develop independence. Leaders ensure that there are no barriers to pupils accessing trips and visits. Pupils take responsibility for promoting safe play at social times. They encourage other pupils to show kindness and to use their manners. Pupils take their responsibilities seriously. They learn about different relationships and know that healthy relationships are based on trust. Pupils say that respecting others is important. They say that 'it's what's on the inside that counts'.

Staff feel that leaders consider their workload and well-being. They say that leaders are approachable. Staff value being part of a dynamic team. Leaders know what the school's strengths and weaknesses are. They have suitable plans in place for continuing to develop the school. Staff and parents agree that leaders have made considerable recent improvements.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders deliver training that supports staff to understand the safeguarding procedures. Staff know what to do if they are worried about a pupil. Concerns are recorded accurately. Leaders take prompt action when they respond to concerns. They ensure families receive support from external services when they need it.

Pupils learn how to keep safe through assemblies and in lessons. They have a secure understanding of online safety. Pupils feel confident to speak to a trusted adult about any worries.

Governors understand their responsibilities in relation to safeguarding. They ask the right questions to check how leaders keep pupils safe.

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

### **(Information for the school and appropriate authority)**

- Sometimes teachers do not consider the small steps of learning carefully enough. Learning activities do not always help pupils to understand the curriculum as well as they could. Some pupils do not remember enough of the intended curriculum. Leaders need to ensure that learning activities support pupils to know more and remember more.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Lanner Primary School, to be good in March 2014.

## **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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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

<b>Unique reference number</b>	145078
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10227692
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	219
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Michael Hosking
<b>Headteacher</b>	Kieran Walsh
<b>Website</b>	<a href="http://www.lanner.cornwall.sch.uk">www.lanner.cornwall.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Lanner Primary School joined Crofty multi-academy trust in December 2017.
- The school does not use any alternative provision.
- There is an on-site before-school club.
- There is nursery provision for three-year-olds.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation.
- The inspector met with the headteacher, members of the leadership team, the special educational needs coordinator, members of staff and representatives from the trust and governing body.
- The inspector carried out deep dives in early reading, mathematics and history. For each deep dive, the inspector met 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.

- The inspector checked the procedures for keeping pupils safe, including scrutinising the single central record.
- The inspector considered responses to the online questionnaire, Ofsted Parent View, including the free-text responses. The inspector also took into consideration responses to the staff and pupil surveys.
- The inspector met with pupils and staff to gather their views and find out what is it like to be part of the school.
- The inspector visited the before-school club.
- The inspector looked at the school's plans for improvement, leaders' self-evaluation, minutes of meetings, monitoring documents and reports from the trust.

### **Inspection team**

Jane Dennis, lead inspector

Her Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:  
<http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022