

Boyton Community Primary School

Inspection report

Unique reference number	111926
Local authority	Cornwall
Inspection number	378392
Inspection dates	25–26 April 2012
Lead inspector	Michael Barron

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	30
Appropriate authority	The governing body
Chair	Darren Humphries
Headteacher	Jonathon Gill
Acting Headteacher	Iain Ross
Date of previous school inspection	21 January 2009
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Age group	4–11
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Introduction

Inspection team

Michael Barron

Additional inspector

This inspection was carried out with two days' notice. The inspector observed nine lessons taught by three teachers. One was a joint observation with the acting headteacher. The inspector heard pupils from Year 2 and Year 6 read and observed short sessions of the teaching of phonics (letter patterns and the sounds they represent). The inspector held meetings with the acting headteacher, staff, members of the governing body and pupils. The inspector took account of the responses to the online questionnaire (Parent View) when planning the inspection. He observed the school's work, and looked at documentation including: school policies; minutes of meetings of the governing body; school development planning; pupils' work; and records of pupils' learning and progress. The inspector observed pupils' behaviour and scrutinised the school's safeguarding procedures. He also analysed several completed questionnaires from staff and pupils as well as 22 from parents and carers.

Information about the school

Boyton is a very small primary school. Almost all pupils are White British. Pupils in the Early Years Foundation Stage are taught together with pupils in Year 1 and Year 2. The proportion of disabled pupils and those who have special educational needs is well above the national average. The proportion of pupils known to be eligible for free school meals is below average. The school has received a substantial level of support from the local authority since the previous inspection as the headteacher has had several periods of prolonged absence due to illness. This has resulted in the school being led and managed during these periods by a succession of acting headteachers. The acting headteacher at the time of this inspection took up the position in March 2012 and leaves at the end of April 2012.

The school meets the government's current floor standard, which sets the minimum expectation for pupils' attainment and progress. There is privately run nursery provision on the school site. It is not managed by the governing body and was not part of this inspection.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	4
Achievement of pupils	4
Quality of teaching	4
Behaviour and safety of pupils	3
Leadership and management	4

Key findings

- In accordance with section 13(3) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.
- The school’s effectiveness is not satisfactory because there are substantial weaknesses in leadership. The leadership of teaching and management of the school’s performance are inadequate. Essential management and monitoring systems are not in place. Self-evaluation and development planning are weak. The governing body has worked hard to try to improve the situation but is well aware that pupils’ achievement has suffered as a result of weaknesses, particularly in leadership.
- Children make a satisfactory start to their schooling in the Early Years Foundation Stage and continue to make satisfactory progress in Key Stage 1. However, pupils do not make enough progress across Key Stage 2 and not all pupils attain the levels that they should, given their starting points.
- Parents and carers of pupils in Key Stage 2 are concerned about the quality of education the school provides for their children, though many acknowledge the good work the present acting headteacher has done to try to improve the school in the short time he has been in post.
- Teaching is inadequate overall. It is satisfactory in the Reception/Key Stage 1 class but is inadequate in Key Stage 2 because the quality of teaching and the curriculum do not consistently meet the individual needs of pupils of different ages and abilities. Recent improvements in teaching are fragile and dependent on external support.
- Behaviour is satisfactory and the provision for spiritual, moral, social and cultural education is adequate; pupils say they feel safe in school. However, older pupils comment that some lessons lack challenge and they do not know

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how well they are progressing. When pupils are uninterested learning slows and a few occasionally interrupt the lesson.

What does the school need to do to improve further?

- As a matter of urgency, the local authority, together with the governing body, should improve the leadership and management of the school and raise the morale of staff by:
 - taking steps to bring stability at senior leadership level
 - providing clear strategic direction for the school's work
 - ensuring that essential systems for monitoring and evaluating the school's work are established
 - ensuring self-evaluation is accurate, so that weaknesses are identified effectively
 - drawing up and implementing a clear plan of action to address weaknesses.

- Raise attainment and improve progress, especially in mathematics in Key Stage 2, through:
 - ensuring that the work pupils are expected to complete is well matched to their different abilities and is sufficiently challenging
 - providing activities that are interesting and engaging
 - raising expectations of how pupils will present their work
 - ensuring that pupils know how well they are making progress
 - ensuring that teachers' marking is accurate and always helps pupils to know what to do to improve their work.

Main report

Achievement of pupils

Pupils' achievement is inadequate. Children often join the school with the skills and experiences expected for their age, although this can vary from year to year because of the very small number of children involved. This also means that comparisons of pupils' attainment at the end of Year 6 with national averages are not statistically reliable; however, not all pupils make the progress they should in Key Stage 2, especially in mathematics. A scrutiny of pupils' work showed that the tasks pupils were asked to complete in lessons were often not matched to their ages or abilities and so did not provide enough challenge, especially for the more able pupils. The standard of presentation was poor and incorrect work was sometimes marked as correct. Pupils, including the more able, said that they often found lessons, and in particular mathematics, lacking in challenge. Parents and carers believe that their children are not making enough progress in Key Stage 2 and inspection evidence supports this view. Disabled pupils and those who have special educational needs are not learning quickly enough to narrow the gap with the standards pupils achieve

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nationally.

Progress is better in the Early Years Foundation Stage and in Key Stage 1. The staff quickly identify pupils who may require extra help with learning and, where appropriate, carefully plan the support that teachers and teaching assistants will provide. As a result children, including disabled pupils and those with special educational needs, make satisfactory progress during their first year at school. The learning environment is well resourced and the class teacher and teaching assistant ensure that children develop a range of key skills, including early reading skills. Pupils continue to make similar progress in both Years 1 and 2 because teaching is satisfactory and lessons are planned to meet their individual needs. As a result, pupils enjoy school and develop good attitudes to learning. This was illustrated during a numeracy lesson on how to use number squares when good support and well-chosen tasks for different groups meant all were engaged and concentrated on their work. The more able pupils worked hard and without assistance to complete tasks which challenged them but were not too difficult. As a result, all pupils gained a real sense of achievement when they completed their work successfully. All pupils in the current Year 2 have reached the level expected for their age in reading.

Quality of teaching

The quality of teaching is inadequate. While it is satisfactory in the Early Years Foundation Stage and in Key Stage 1, it is inadequate throughout the rest of the school because over time it has failed to meet the needs of all pupils, including disabled pupils and those with special educational needs. Pupils have been given work that is too easy, and teaching has failed to excite or motivate pupils to work hard. As a result, pupils do not achieve as well as they should by the end of Year 6. Pupils complained that their work was not marked regularly and they were not given any ideas about how to improve.

Parents and carers believe that the very recent changes to the teaching staff in Key Stage 2 have improved the quality of teaching and that their children are presently taught well. The inspector observed some good teaching in Key Stage 2 during the inspection. Pupils also said that teaching had very recently improved in Key Stage 2. One older pupil commented, 'I never used to like lessons but the new teachers have made learning interesting and fun.' This improvement in teaching is too recent to have made an impact on pupils' achievement, especially in mathematics, but it is clearly improving pupils' attitudes to work and their behaviour in lessons. An example of this was observed during a well-taught literacy lesson which combined different subjects well and developed pupils' understanding of cultural differences in the past. Pupils were encouraged to use ambitious vocabulary when writing about the differences in the dinner menus for first and third class passengers on the maiden voyage of the Titanic. The work they were asked to complete was well-matched to their different abilities and the theme of the lesson caught their imagination. As a result, pupils of all age groups, including disabled pupils and those who have special educational needs, worked hard and made good progress in developing their writing skills as well as aspects of their spiritual, moral, social and cultural development. As

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one pupil put it, 'I wish all my other lessons had been like this. No one would have misbehaved.'

Behaviour and safety of pupils

The behaviour and safety of pupils are satisfactory. The school's behaviour management procedures are clear and usually applied consistently. However, the majority of pupils, parents and carers believe that behaviour has declined since the previous inspection. Several expressed concerns, as did some staff, about the occasionally challenging behaviour of some pupils in lessons. The school's records of incidents of unacceptable behaviour and discussions with pupils, together with observations during the inspection, confirmed that behaviour is typically satisfactory. Pupils believe that no bullying of any kind occurs and this was evident in their questionnaire returns. They know each other very well and are also confident that should bullying of any sort ever happen, adults would deal with it very quickly and firmly. They have a good understanding of different forms of bullying, and know about potential internet safety issues such as cyber-bullying.

Pupils are well aware of the need to stay safe and older pupils comment that they enjoy looking after the younger ones at playtimes. They say that they enjoy coming to school and this is reflected in their good punctuality but not in their below-average rates of attendance, though attendance has risen recently as a result of the actions of the acting headteacher.

Leadership and management

Leadership and management are inadequate. The school's overall effectiveness has declined since the previous inspection and the capacity to improve has not been demonstrated. Self-evaluation procedures are inadequate. There is no established system for checking pupils' progress, nor sufficient observation of teaching and learning. As a result, priorities for improvement are not clear and equality of opportunity for pupils cannot be assured. Development planning is weak. The lack of an established internal system for monitoring, evaluation and improvement planning has given the short-term acting headteachers little to work with during the headteacher's absence. The acting headteachers have not been in the position to improve the school's effectiveness over a period of time. As a result, the school's performance has drifted downwards since the previous inspection. The teaching staff have lacked clear direction and pupils' achievement has declined. Parents and carers recognise that the school needs better leadership if it is to improve and many are rightly concerned about the present situation.

The governing body fulfils all its statutory duties effectively, including compliance with equalities legislation to combat discrimination and ensuring that requirements for safeguarding are met. It has a very accurate understanding of the school's strengths and weaknesses. It offers the school a good level of challenge and support and has taken what steps it can to try to maintain the school's effectiveness in the absence of the permanent headteacher. It has, for example, worked successfully

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with the local authority in order to improve the quality of teaching in Key Stage 2. There are examples of the recent use of effective professional training to support individual teachers' development. Individual governors play a full and active part in school life. The governing body and staff are very concerned about the present situation. The morale of staff is low.

The curriculum promotes pupils' spiritual, moral, social and cultural development adequately and provides a sound programme of personal and social education. However, it does not ensure that all pupils' needs are met and does not ensure they make the progress they should.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.

27 April 2012

Dear Pupils



Inspection of Boyton Community Primary School, Launceston PL15 9RJ

Thank you for making me so welcome when I visited your school. You were all so friendly. I really enjoyed talking to you, reading your questionnaires and seeing you work in lessons. You told me that you enjoy school more since the acting headteacher arrived and that behaviour in lessons has improved recently.

Your school is not giving you a good enough education at present and it needs 'special measures' which means that it will get help in order to improve. Other inspectors will visit the school to see how things are going.

Here are some of the things I found:

- Children make satisfactory progress during their first year at school and also in Year 1 and Year 2 but not in Year 3 to Year 6.
- Your school governors are working hard to try to improve things.
- There is very little bullying and if it should happen adults will deal with it well.
- You all feel safe and well looked after.

I have asked the local authority and the governing body to work together to strengthen the school's leadership. I have asked teachers to make sure work for you is interesting and not too hard or too easy, especially in mathematics in Year 3 to Year 6. I have also asked teachers to improve the way they mark your work, to let you know how well you are doing, and to make sure that the books you work in are neater and tidier. You can help by being careful to present your work well and reading any comments your teacher writes on your work.

All of you can help by attending as often as you can and by always working hard in lessons.

Yours sincerely

Michael Barron
Lead inspector

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