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27 September 2012

Mr Shirley  
Executive Headteacher  
Boyton Community Primary School  
Launceston  
Cornwall  
PL15 9RJ

Dear Mr Shirley

### **Special measures monitoring inspection of Boyton Community Primary School**

Following my visit to your school on 26 September 2012, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's recent section 5 inspection.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in April 2012. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time the school is making reasonable progress towards the removal of special measures.

Newly qualified teachers may not be appointed.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Cornwall.

Yours sincerely

David Edwards

**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in April 2012**

- 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.

## **Report on the first monitoring inspection on 26 September 2012**

### **Evidence**

Her Majesty's Inspector observed the school's work, scrutinised documents and met with the executive headteacher, assistant headteacher, the Chair of the Governing Body, pupils and a representative from the local authority.

### **Context**

The governing body is working closely with the local authority to resolve the on-going issues surrounding leadership. A new executive headteacher took over the strategic leadership of the school in September 2012. A new assistant headteacher, with teaching responsibilities, also took up her duties at that time. A part-time teacher and a higher-level teaching assistant have also recently been appointed.

### **Achievement of pupils at the school**

Children continue to join the school with skills and abilities that are in line with age-related expectations. At the time of the previous inspection, in April 2012, pupils' achievement overall was judged to be inadequate. Since that time, further end of key stage assessments at Year 2 and Year 6 indicate pupils' achievements remain low. However, owing to the very small numbers of pupils in each year group, comparisons of pupils' attainment at the end of each key stage are not statistically reliable.

Teachers are working steadily to lift attainment throughout the school. Appropriate teaching plans and processes have been devised and are being introduced to gather information on pupils' all-round progress and achievement. Leaders plan to use this information at regular intervals to secure better teaching and learning outcomes for pupils. Already, evidence from this systematic approach to the monitoring of pupils is beginning to show teachers where the gaps in pupils' achievements lie and this is helping to secure higher expectations for all. However, it is too early yet for the new leaders of the school to demonstrate sustained improvements regarding pupils' progress because the impact of these initiatives over time has yet to be embedded into daily teaching routines.

### **The quality of teaching**

In the short time since the start of the new school year, pupils in the Reception and Key Stage 1 class have settled well to learning. Routines have been established and teaching is focused on developing pupils' social and independent learning skills. For example, the inspector observed some of the youngest pupils responding enthusiastically and with good ability when being introduced by their teacher to a

mathematics skills computer programme. The learning environment is designed to encourage pupils' independence and stimulate enquiry. A good variety of practical resources are made available to pupils both in doors and outside. The very small numbers of pupils in each year group mean that children are grouped according to their abilities for different subjects rather than by age. In this way, a more personalised approach to learning is being introduced.

A similar approach to grouping pupils has been established in the Key Stage 2 class who have settled well to learning. For example, pupils were observed working collaboratively outside on a measuring activity which was part of their class project on dinosaurs as well as being a focus for improvement identified at the time of the previous inspection. Even though it was raining, pupils showed good concentration skills and demonstrated a growing knowledge and understanding of measuring lengths and using equipment selectively to carry out tasks. Later, back in the classroom and as a result of careful questioning, the class teacher was able to assess the effectiveness of this activity and identify accurately with pupils their next steps in learning about measurement.

### **Behaviour and safety of pupils**

Pupils who spoke with the inspector said their learning sometimes gets disrupted by the inappropriate behaviour of a few. As a result, those pupils who spoke to inspectors said they did not always feel completely safe in school. However, in lessons and around the school, the inspector saw no examples of inappropriate behaviour during his visit. Leaders are aware of the need to improve the overall quality of behaviour in school and regard their pastoral duties and responsibilities for all pupils as a priority. Pupils who spoke candidly with the inspector were polite to each other and to staff. The school is effective in the monitoring of pupils' attendance, which remains in line with the national average, and adopts recommended good practice to ensure the safeguarding of all pupils.

### **The quality of leadership in and management of the school**

The focus of this monitoring inspection was primarily to ascertain progress towards securing stable leadership within the school. The governing body is continuing to work closely with the local authority to resolve this issue.

In the short time since they took up their responsibilities the new executive headteacher and new assistant headteacher have worked effectively with the governing body to establish stable teaching and learning throughout the school. To this end, the school has, this week, appointed a part-time teacher, to take over teaching responsibility when the assistant headteacher is carrying out her administrative duties, along with the appointment of an experienced higher-level teaching assistant.

Staff morale within the school is now good. A school improvement plan, which is appropriately focused on weaknesses identified at the time of the previous inspection, has been drafted by senior leaders. This is providing a clear strategic direction for the school's work as well as ensuring that essential systems for monitoring and evaluating the school's work are established. Communication systems between stakeholders, including parents and carers, are well established and ensure that the progress and implementation of actions to address weaknesses within the school are systematically addressed. No parents and carers were interviewed during this first monitoring visit.

### **External support**

The local authority continues to work closely with the governing body to bring to a close the ongoing issues surrounding the leadership of the school. The local authority statement of action was found to be not fit for purpose when it was evaluated by HMI in August 2012. A number of revisions have still to be made to this document. Her Majesty's Inspector shared with the local authority representative the work already done by senior leaders in creating a robust school improvement plan. This document will be taken into consideration by the local authority when incorporating the recommendations suggested by HMI into the revised statement of action.