

St Teath Community Primary School

North Road, St Teath, Bodmin, PL30 3JX

Inspection dates 13–14 November 2012

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| Overall effectiveness | Previous inspection: | Satisfactory | 3 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Outstanding | 1 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Strong leadership from the executive headteacher, supported by the governing body and the staff, has led to significant improvements, particularly in teaching and achievement.
- Pupils' progress by the end of Year 6 is now good, regardless of their starting points and of any special needs. Attainment has improved steadily, although it remains broadly average overall.
- Teaching is good. Teachers' subject knowledge is used well to set high expectations for pupils. Good marking and targets for improvement mean that pupils understand how they can do better.
- Children make a good start in Reception. They make good progress in a caring classroom with good teaching.
- Pupils' behaviour is outstanding and they flourish within the very caring and supportive atmosphere. Pupils report they feel very safe in the school.
- Pupils benefit from the wide range of opportunities for their personal development. These sometimes involve joining with pupils from another school with which St Teath is federated.
- Procedures for checking how well the school is doing are rigorous, providing an accurate view of strengths and areas for improvement.

It is not yet an outstanding school because

- Although a high proportion of pupils make the progress expected nationally in English and mathematics between Year 2 and when they leave in Year 6, fewer make more than the expected progress in these subjects.
- Teaching does not consistently show outstanding features. Sometimes pupils' learning proceeds at a slower pace than it could and the range of approaches used to ensure that work is at the right level is limited.

Information about this inspection

- Seven lessons were observed, of which three were joint observations with the executive headteacher.
- Meetings were held with pupils, members of the governing body, including the Chair, and with the teachers who jointly fulfil the role of assistant headteacher. The inspector also had a telephone conversation with a representative of the local authority.
- Seven responses to the on-line Parent View survey were considered and the school's own survey of the views of parents, conducted in October 2012 with 34 responses, was taken into account.
- The views of staff were also considered through scrutiny of eight completed questionnaires.
- The inspector looked at key documents including the school's plans for improvement, the minutes of meetings of the governing body, the school's own data on pupils' progress, records relating to self-evaluation, behaviour and attendance, policies and procedures for safeguarding and samples of pupils' work.

Inspection team

Grahame Sherfield, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- St Teath is a very small primary school that serves a mainly White British community from the village and the surrounding area.
- The school joined with St Breward Community Primary School in a federation with a common governing body in July 2011. St Breward was inspected separately in March 2011 and the report is available on the Ofsted website.
- In January 2012, St Teath joined the Moor and Coastal Partnership Cooperative Trust, a group that includes seven other primary schools and the local secondary school.
- The proportion of disabled pupils and those who have special educational needs and need extra help is above average, both for those supported by school action, and for those supported by school action plus or a statement.
- More pupils than in most schools join the school at other than the usual time, for example in Years 3, 4 and 5.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding for pupils in this school known to be eligible for free school meals) is below that found nationally.
- The school meets the current government floor standards that set minimum expectations of pupils' attainment and progress.

What does the school need to do to improve further?

- Taking into account the sometimes very small numbers in each year group, increase the proportion of pupils who make more than the progress expected nationally in English and mathematics between the end of Year 2 and the end of Year 6, so that this exceeds national figures over a three year period 2013/16.
- Improve the quality of teaching so that it consistently displays outstanding features by:
 - ensuring that pupils make rapid progress in all lessons
 - using a wider range of strategies to ensure that all pupils have work at the right level.

Inspection judgements

The achievement of pupils is good

- In all lessons observed, pupils enjoyed carefully planned activities that caught their interest. As a result, they sustained their concentration well. Pupils were attentive to the teacher and other staff as well as respectful of each other's views. Relationships with staff were very good and behaviour usually outstanding.
- Children's skills and knowledge when they start school in Reception vary as numbers are small. They are generally at levels expected for their age, but often with some weaknesses in communication and writing skills. Good teaching, particularly of the sounds letters make, and excellent behaviour and relationships result in good progress. By the end of Reception, most children reach standards that are usually above average.
- Attainment by the end of Year 2 and of Year 6 is rising, with particular improvements in reading and writing in Year 2 in 2012. This is because teaching has improved and pupils' progress is carefully checked, with extra help provided for those not doing as well as they should. Inspection evidence and the school's own data indicate that this improvement is being sustained and pupils are learning well.
- Disabled pupils and those who have special educational needs make similar progress to their peers. This is because their needs are carefully identified and additional support is provided where needed.
- The school has been successful in closing the gaps in attainment between certain groups of pupils and their peers. For example, those known to be eligible for additional government funding achieved better than pupils as a whole in 2011 and 2012.
- The progress made by pupils who have joined the school in Years 3, 4 or 5 is carefully checked and support provided where necessary. As a result, their achievement is similar to their classmates.

The quality of teaching is good

- The executive headteacher and the staff have been determined to secure better teaching and significant improvement has resulted.
- Much attention is given to ensuring that pupils are working at the right level in the mixed-age classes. Teachers and support staff often work with different groups in different parts of the lesson and this is effective. Sometimes a very similar task is set for different groups when more varied tasks could be provided to help pupils make faster progress.
- Lessons involve interesting activities so that pupils become absorbed in their work and rise to the challenges set. For example, in an English lesson on writing reports in the class for Years 4, 5 and 6, pupils much enjoyed the first-hand experience of exploring the feel, smell and appearance of a jelly baby through different senses. This helped them to generate a good range of vocabulary and ideas to support them in their writing later in the lesson.
- Teachers check pupils' learning effectively during lessons, for example by asking suitable questions and using small whiteboards to assess pupils' understanding quickly. As a result, teachers sometimes adjust planned activities where needed and identify difficulties to be addressed further in the next lesson.
- The pace of learning is generally brisk and purposeful and builds effectively on previous work, supported by good planning of activities over several lessons. Sometimes particular activities are given too much time and the pace of pupils' learning slows.
- Teachers mark work frequently and carefully, setting out clearly what pupils have done well and what they need to do to improve. Pupils report that they find the 'pink for think' comments helpful. There is a productive dialogue in the marking with the oldest pupils that assists them in improving their work.

- Teaching makes a positive contribution to pupils' spiritual, moral, social and cultural development, particularly in supporting them in reflecting, working well together and listening attentively to others.

The behaviour and safety of pupils are outstanding

- Behaviour in lessons and around the school is outstanding. Pupils get on exceptionally well with each other and with school staff. Pupils value their school, where 'everyone knows everybody' and are confident that 'everyone cares for everyone' at St Teath. A warm and friendly atmosphere is apparent throughout the school.
- Pupils report that 'there are no bullies in this school'. They say that pupils occasionally fall out but this is short-lived, with staff tackling any problems effectively. The school's behaviour records confirm this picture. Older pupils are well informed about contemporary issues, such as cyber bullying and the dangers that might be encountered online.
- Pupils in need of a little extra help are very well cared for and the school makes good use of the support of other agencies when needed. Provision for disabled pupils or those who have special educational needs is good.
- As a result of the school's vigorous efforts to promote its importance, attendance has improved significantly and is now high.
- All of the parents who completed the Parent View survey and all of those who responded to the school's questionnaire think that their children feel safe at school. Parents are also very positive about the standard of behaviour. Inspection evidence supports these views.

The leadership and management are good

- The executive headteacher, supported by the governing body and the assistant headteachers, has a clear vision for the continuing development of the school for the benefit of its pupils that is widely shared.
- The federation contributes well to the education of pupils. For example, teaching expertise from St Breward in music and religious education benefits pupils each week, joint staff training takes place and pupils are involved in sporting events. The Cooperative Trust is planning more joint working on a larger scale, such as a forthcoming workshop on writing for more able pupils.
- Monitoring and evaluation are effective. Regular observations of teaching and learning by the executive headteacher are complemented by planned discussions with pupils and sampling of their work. As a result, clear and appropriate priorities for improvement have been identified that are set out in a detailed school development plan. The plan identifies how success will be evaluated, but this is not always linked closely enough to the impact the school wants the actions taken to have on pupils' progress.
- Targets set for teachers are the right ones and they are beginning to be linked with the new Teachers' Standards. Targets are aligned with whole-school priorities, salary rises and staff training. Strengths and areas for development in teaching are identified clearly and improvements to teaching are promoted well, for example through observations by teachers of their colleagues' lessons.
- The subjects taught make a good contribution to the development of pupils' skills in literacy and numeracy. For example, geography and history provide opportunities for various types of writing. Pupils benefit from a good range of extra-curricular activities for such a small school and the level of participation is good.
- Spiritual, moral, social and cultural development is promoted well. Pupils are well prepared for life in modern democratic Britain and in the wider world, benefiting for example from an established link with a school in Uganda. The school vigorously tackles any discrimination in a way that promotes tolerance and harmony.

- There is a good range of partnerships with other schools, such as through the federation, that are now being extended in the new Cooperative Trust. The partnership with parents is strong. All those responding to the Parent View survey and to the school's own questionnaire would recommend this school to others.
 - The local authority provides appropriately light touch support for this successful school. The school purchases important services, including its School Improvement Partner, that have made a positive contribution to its development.
 - **The governance of the school:**
 - The governing body makes a strong contribution to the school's improvement. Governors have undertaken appropriate training, for example on the information available on pupils' attainment and progress, and receive detailed reports from the executive headteacher. The governing body is therefore well placed to ask questions and, as a result, is well informed about pupils' progress. Governors have a clear picture of teaching in the school and of actions taken to improve its quality as well as a good grasp of how targets set for teachers and checking progress with development priorities promote improvement. Governors have endorsed spending most of the additional pupil premium funding on more time for teaching assistants to provide extra help for pupils. They are well aware that information on pupils' progress shows the positive impact of this decision.
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What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 111937 |
| Local authority | Cornwall |
| Inspection number | 401217 |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 64 |
| Appropriate authority | The governing body |
| Chair | Angela Clark |
| Headteacher | Lee Bacchus |
| Date of previous school inspection | 14–15 September 2009 |
| Telephone number | 01208 850516 |
| Fax number | 01208 851347 |
| Email address | head@st-teath.cornwall.sch.uk |

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