

# St Stephen Churchtown Community Primary School

Creakavose, St Austell, PL26 7NZ

## Inspection dates

13–14 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- The achievement of pupils is not high enough given their starting points, because teaching over time in Key Stage 2 is not consistently good.
- Achievement by the end of Key Stage 2 has been low in recent years because progress in Years 3 and 4 has been too slow.
- Teachers do not all use information about what their pupils already know and can do to plan lessons which meet the needs of all their pupils. This means that pupils are sometimes given work which is too easy or too hard, and as a result they lose interest and do not make progress.
- Marking does not always tell pupils what they do well and need to do to improve their work.
- Action plans relating to the priorities in the school development plan are not precise enough to bring about improvement across the whole school.
- Leaders at all levels, including governors, have not been rigorous enough in checking the school's work and taking rapid and effective action to secure improvements. This is because they have not all had the necessary training and some are unclear about what is required of them in their leadership role.

### The school has the following strengths

- Attainment in reading at the end of Key Stage 2 has risen and is close to the national average.
- There is some outstanding teaching which is successful in accelerating pupils' progress.
- Children in the Early Years Foundation Stage and Key Stage 1 make good progress due to the well-planned and well-resourced activities which meet their needs.
- The behaviour of pupils is good because it is skilfully managed by staff.

## Information about this inspection

- Inspectors observed 17 lessons or parts of lessons, two of which were joint observations with the headteacher and deputy headteacher.
- They met with a member of the governing body, and held a telephone discussion with a representative from the local authority.
- Inspectors listened to pupils from Years 1, 2 and 6 read, and met with a group of pupils to gain their views of the school.
- The inspectors scrutinised work in pupils' books.
- The inspectors held meetings with the school's special educational needs coordinator, early years leader and subject leaders.
- They took account of 10 responses to the online questionnaire (Parent View) as well as to those from a group of parents and carers that inspectors spoke to at the beginning and end of the school day. In addition, they took account of one letter received from a parent.
- School documentation was examined, including statutory policies relating to safeguarding. Inspectors also looked at records of the school's own monitoring and self-evaluation, tracking data showing the progress of all pupils, and the school improvement plan.

## Inspection team

Anne Newall, Lead inspector

Additional Inspector

Ken Bryan

Additional Inspector

Linda Rafferty

Additional Inspector

# Full report

## Information about this school

- The school is larger than the average primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils eligible for free school meals is similar to that seen nationally.
- The proportion of pupils known to be eligible for the pupil premium (which is the funding provided by the government to support pupils eligible for free school meals, pupils whose parents are in the armed services or those in the care of the local authority) is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The percentage of pupils who are supported at school action is similar to the national average.
- The percentage of pupils supported at school action plus or with a statement of special educational needs is similar to the national average.
- The school has earned a number of quality marks, including Active Sports, Healthy Schools Plus and Arts Mark Silver

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

- Improve teaching and increase the rate of progress of pupils, particularly in Years 3, 4 and 5, by:
  - using the excellent practice of the best teachers to firmly establish the principles of good teaching in all classes
  - ensuring that teaching always builds upon accurate identification of what the pupils already know and can do, so that activities are matched to their interest and ability
  - using marking and feedback to pupils so that they understand how well they are doing and know what they have to do next to improve their work, and give them time to respond.
- Ensuring a greater impact upon school improvement by leaders and managers by:
  - building a stronger leadership team in which roles and responsibilities are clear
  - rigorously implementing monitoring and evaluation procedures, including scrutiny of pupils' work, observations of lessons and pupil progress data, and acting upon the findings to quickly identify and eradicate weaknesses in teaching
  - implementing strong systems to manage the performance of teachers which hold them to account for the progress of their pupils
  - developing the skills of governors so that they are more able to monitor and evaluate the effectiveness of the school
  - an external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Progress in Key Stage 2 has been too slow in recent years given the pupils' starting points because the teaching has not been good enough in all classes, particularly in Years 3, 4 and 5. The school's tracking information shows that more pupils are now making the expected or better progress in these year groups. Nevertheless, despite the consistently good progress made in Year 6, the gaps in pupils' learning have not all been overcome, and attainment by the end of the Key Stage has remained similar to the national average.
- Children generally join the Early Years Foundation Stage with skills and abilities below those expected for their age and, due to good provision and teaching, they make good progress.
- This good progress continues throughout Key Stage 1 and pupils attain standards similar to the national average in reading, writing and mathematics.
- There are still inconsistencies in the rates of progress in different classes and different subjects, because teachers do not all assess what their pupils already know and can do and consequently tasks set are sometimes not matched closely enough to individual needs.
- Pupils who have disabilities and those with special educational needs make similar progress to their peers. In some classes, their individual needs have not been identified precisely enough so support does not always enable them to make good progress.
- Pupils in Year 6 in 2012 who received support funded by the pupil premium grant attained an average point score of 25.6 compared to 27.4 for the whole group. Although there is still a gap in attainment between them and their peers, this is an improvement on the previous year and shows the gap is closing.
- The proportion of pupils who met the government's phonics screening check standard was below the national average, but a recent recheck by the school shows that a higher than average proportion have now exceeded the required standard. By the end of Year 6, most pupils read fluently and independently, and attainment is similar to the national average.

### The quality of teaching

### requires improvement

- There is too much teaching which requires improvement in Key Stage 2 because some teachers do not assess what their pupils can already do and use this information to plan the next steps in learning. This means pupils do not all make the progress that they should in reading, writing and mathematics.
- Marking and feedback to pupils offer praise but do not consistently show pupils what they have done well or what they need to do next to improve their work.
- Teaching assistants are not used effectively in some classes to help pupils to learn, because they lack direction from the class teacher. There are some highly skilled teaching assistants particularly, but not only, in the Early Years Foundation Stage and Key Stage 1 who make a strong contribution to learning because they know what is required of them and are well trained.
- The teaching of pupils with special educational needs is variable. Where teaching is strong, their needs are met by activities which have been carefully planned by their teachers, and support from teaching assistants enables them to make good progress. However, in some classes activities do not match their needs closely enough because class teachers have not identified precisely enough what their needs are.
- Pupils supported by the pupil premium learn at similar rates to their classmates because of the support provided for them. There are good opportunities across the curriculum to promote children's spiritual, moral, social and cultural development and for pupils to work together, such as art, music and sport.
- There is some outstanding teaching, for example in Years 2 and 6 which ensures pupils make rapid progress. In an excellent Year 2 phonics lesson the teacher used carefully chosen

resources and activities to build upon the pupils' previous work. The pace of the lesson was exactly right, and the active involvement of the pupils and the opportunity to quickly apply their new knowledge ensured they made excellent gains in learning.

- There have been some good improvements in teaching where the school has used existing excellent teaching as a model, but this good practice has not been shared enough across Key Stage 2.

### **The behaviour and safety of pupils** are good

- Behaviour is well managed by adults and pupils show a positive attitude to their work.
- Behaviour has improved significantly because of increased vigilance and the non-tolerance of even relatively minor incidents.. There have been significant improvements in the behaviour of pupils who find it more difficult to manage their own behaviour because of the good support they are given by the school and by external agencies.
- The school's procedures for safeguarding are robust. Pupils say they feel safe in school, and that staff take good care of them. They understand different types of bullying such as cyber bullying or persistent name-calling. Some pupils expressed concern about bullying but also said that if it happens, it is dealt with appropriately by staff.
- Pupils say they are taught how to keep themselves safe in a range of situations, for example by visitors from Childline and by visits to Hazard Alley. Pupils understand how to keep themselves safe when using the internet. Pupils in Reception preparing to visit Newquay Zoo learned why it is important to wash their hands – 'so that we don't get germs from the animals'.
- There are clear systems of rewards and sanctions in place which are understood by the pupils, who have a well-developed sense of right and wrong.
- Due to the school's efforts to improve the attendance of pupils, it has risen and is now close to average.

### **The leadership and management** require improvement

- Until recently, leaders and managers have not had a strong enough impact on quickly improving the quality of teaching and, as a result, rates of progress between classes and between subjects have been inconsistent.
- Procedures for checking the work of the school such as looking at pupils' books, observing teaching and analysing pupil progress information have not always been used sufficiently well to inform senior leaders and governors whether or not their actions for improvement have been successful in all classes.
- Middle leaders are not yet all yet sufficiently confident in their roles and have not all received enough training on how to use information gathered during monitoring activities to improve standards.
- Systems for managing the performance and continuing professional development of teachers have been effective in improving the teaching of some individual teachers although targets are not sufficiently focussed upon the achievement of pupils to ensure better outcomes.
- Provision for the pupils' spiritual, moral, social and cultural development enables them to learn appropriately about other countries and to experience a wide range of musical, artistic and sporting activities. The school promotes sporting activities well and has a number of pupils who compete in a range of sports at county level. Pupils develop a sense of awe and wonder through the curriculum and through assemblies. Their gasps of surprise during an assembly on forgiveness were a delight to hear.
- The headteacher has correctly identified areas for improvement and incorporated these into the school development plan, but plans have not been rigorously implemented and followed up to make sure they are effective.

- The school works well with external agencies to ensure the needs of pupils with disabilities and special educational needs, including those with emotional and behavioural difficulties, are met. The school promotes equality of opportunity and is working towards eradicating differences in attainment by different groups of pupils. It does not tolerate discrimination in any form.
  - The local authority has provided good support to the school in developing leadership, which has led to improvement in the standard of writing throughout the school.
  - The engagement of parents in school life is promoted well through events such as 'helping your child to read' led by a teacher, and through the school's 'reading challenge' which involves parents and children together.
  - There have been improvements since the last inspection the achievement of children in the Early Years Foundation Stage, reading in Key Stage 1 and standards in mathematics in Key Stage 2. Together with the headteacher's accurate evaluation of the school's strengths and weaknesses, these indicate that the school has the capacity to improve further.
  - **The governance of the school:**
    - Governors receive regular reports on the work of the school from the headteacher, and are increasingly challenging the senior leadership team regarding the quality of teaching and the progress made by pupils in relation to pupils nationally. They are not aware of how the support put in place to help pupils in receipt of the pupil premium was determined, but do know that progress made by these pupils is similar to that of their classmates. Governors receive reports relating to the performance management of teachers and receive recommendations from the headteacher relating to movement up the pay scales. There are several new members of the governing body and they are undertaking training to enable them to fulfil their role effectively.
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## What inspection judgements mean

School		
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

<b>Unique reference number</b>	111897
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	401214

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	306
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Adrian Coad
<b>Headteacher</b>	Simon Welch
<b>Date of previous school inspection</b>	19–20 November 2009
<b>Telephone number</b>	01726 822568
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