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3 May 2013

Mr M Shirley
Headteacher
Boyton Community Primary School
Boyton
Launceston
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Dear Mr Shirley

Special measures monitoring inspection of Boyton Community Primary School

Following my visit to your school on 2 May 2013, 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 previous monitoring inspection.

The inspection was the third 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 Local Authority.

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 third monitoring inspection on 2 May 2013

Evidence

The inspector observed the school's work, scrutinised documents and pupils' books, met with the assistant headteacher, a governor and the Chair of the Governing Body, the school administrator, a group of pupils, and parent representatives. The inspector also met with a local authority representative and spoke on the telephone with the executive headteacher.

Context

The governing body is currently in communication with the Department for Education exploring future options for the school that include academy status.

Achievement of pupils at the school

The systems to monitor the progress and achievements of pupils are fully embedded within the school. Through regular lesson observations, work scrutiny and meeting with pupils, senior leaders now gain a clearer understanding of pupils' improving progress. This in turn allows teachers to provide effective support for individuals and groups through lessons that are interesting and engaging for pupils. For example, in a Key Stage 2 mathematics lesson, pupils made good progress in learning how to find the difference between positive and negative numbers because the teacher had carefully planned a variety of calculations that suited the learning needs of all pupils. Pupils were given the option to choose which calculation method they preferred to use and had sufficient time to complete their work to a good standard. Teaching assistants also provided effective support for individuals and groups because they had been well prepared by the teacher.

The information gathered by senior leaders on pupils' progress in English and mathematics now indicates underachievement is being effectively eradicated within the school. Monitoring information shows the majority of pupils make good and sometimes accelerated progress in acquiring essential skills and most should achieve their challenging end of year targets in reading, writing and mathematics.

The quality of teaching

The quality of teaching throughout the school continues to improve. This is evident in pupils' better attitudes to learning and their improving standards of work. Similarly, disabled pupils and those with special educational needs are now making quicker progress relative to their starting points. For example, in a writing lesson for Reception and Key Stage 1 pupils, the teacher made very good use of a visit to the school the previous day by volunteers from a local gardening club. As a result, pupils

were able to draw on this first-hand experience to begin drafting instructions on how to plant seed potatoes.

A work scrutiny carried out by the inspector and assistant headteacher further confirmed the improving progress seen in lessons and now indicated by the school's monitoring information on pupils' progress. Work in pupils' books is typically well presented and teachers are diligent in their marking. Pupils are encouraged to review their work and respond to the comments made by their teachers in the regular 'grapple time' sessions that take place each week.

Occasionally the 'next steps' comments, written by teachers to help pupils to improve their work, are not always followed up by pupils and sometimes in lessons tasks set by teachers are not made clear enough to all pupils. For example, although older pupils made good progress in using powerful adjectives when writing descriptive sentences to describe a chosen animal, younger and less confident pupils struggled to think of imaginative words to include in a descriptive sentence because they lacked a clear example of what they needed to do.

Behaviour and safety of pupils

Parents and carers who spoke with the inspector said they really value the changes that have taken place within the school in the past year. For example, they said their children were now 'regularly excited, engaged, knew their targets and were coming home confident learners'. Parents and carers believe the positive changes are due to improved leadership within the school and in particular the work done by the assistant headteacher. Parents and carers also agreed that pupils' behaviour was now consistently good throughout the school. Pupils who spoke to the inspector similarly confirmed this view expressed by parents and carers. They said, 'behaviour is good most of the time' and when 'silly behaviour' does occasionally occur it is dealt with effectively. Pupils said they know they can talk to their teachers if they have any worries. Pupils also spoke positively about 'grapple time' and how this was helping them to better understand how they can improve their work. Pupils said they particularly enjoyed visiting their partner school, meeting new children and taking part in 'forest school' activities.

The quality of leadership in and management of the school

A monitoring committee of senior leaders and governors ensures the school's plans for improvement are appropriately based on an accurate understanding of the school's strengths and weaknesses. Activities include monitoring pupils' work, reviewing marking and observing 'grapple time'. Leaders, including governors, now have a better understanding of pupils' current progress and the work remaining to be done in order to secure sustainable improvement. The most recent monitoring outcomes shared with governors show particularly good progress for pupils in

mathematics. Checks on pupils' progress show gaps are closing for those pupils who had fallen below age-related expectations.

Senior leaders and governors are working closely with the local authority to secure stability at senior leadership level. Staff morale is high due to improved communication and the effective training and support provided by senior leaders and through working closely with their partner school.

External support

The expertise of the executive headteacher and assistant headteacher continues to be very much appreciated by all staff, governors and those parents and carers who spoke with the inspector. They have successfully built the capacity of leadership within the school and raised staff morale. The local authority continues to provide good support and guidance to the school particularly with regard to securing a sustainable future for the school.