

# St Stephen Churchtown Community Primary School

Creakavose, St Austell, PL26 7NZ

## Inspection dates

12–13 February 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Inadequate</b>	<b>4</b>
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Require improvement	3
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4
Early years provision		Inadequate	4

## Summary of key findings for parents and pupils

### This is a school that requires special measures

- Senior leaders and the governing body have not stopped the decline in the quality of teaching and in pupils' achievement since the previous inspection.
- The quality of teaching is inadequate because teachers have low expectations of what pupils are capable of achieving. Consequently pupils do not make enough progress in lessons.
- Teachers do not use the information they have about pupils' progress effectively when planning learning. As a result, work is often not hard enough, especially for the most able pupils.
- Pupils' achievement is inadequate. In recent years the progress made by pupils between Year 2 and Year 6 in reading, writing and mathematics has been too slow.
- School leaders are not ensuring all pupils have an equal opportunity to achieve as highly as they could.
- Disadvantaged pupils across the school make particularly slow progress in reading, writing and mathematics. The additional government funding is not used well to support their learning.
- Teaching assistants do not make a strong contribution to pupils' learning, especially that of disabled pupils and those with special educational needs. These pupils do not achieve well.
- Teachers' marking does not provide pupils with clear feedback on how to improve their work. Pupils do not routinely act upon this guidance to improve their work.
- The early years provision is inadequate because teaching is not effective in supporting all aspects of children's learning. Leaders have not kept a check on the provision in this part of the school.
- Some pupils do not settle down to their work quickly. A small number of pupils have behaved badly and not responded well to staff.

### The school has the following strengths

- Pupils' attendance has improved. It is now in line with national averages.
- The primary sports premium funding is used to good effect, with increased numbers of pupils involved in sports activities in school.
- The work of the school to develop the social, moral, spiritual and cultural understanding of the pupils is effective. Through this work, good relationships are fostered between the very large majority of pupils.
- The school's arrangements to ensure pupils are kept safe and secure are effective. Pupils say they feel safe at school and that they are well looked after.

## Information about this inspection

- Inspectors observed learning in 21 lessons or small-group activities. Some of these sessions were observed jointly with senior leaders. An inspector also watched a celebration assembly.
- Meetings were held with groups of pupils and senior leaders. The lead inspector met with the Chair and other members of the Governing Body. He held a telephone conversation with a representative of the local authority, and another with a national leader of education working with the school through national college funding.
- An inspector listened to pupils from Years 2 and 6 read. Other inspectors scrutinised samples of pupils' workbooks.
- Inspectors examined a wide range of documents, including the school's information on pupils' recent progress. They also looked at planning and documentation about checks on teaching, and records relating to behaviour, attendance and safeguarding arrangements.
- Inspectors took into account the opinions of parents through the 42 responses to the online questionnaire (Parent View). An inspector spoke to a number of parents, who were dropping their children off at school, to seek their views of the school. Inspectors considered the views of school staff through 14 staff questionnaires.

## Inspection team

David Hogg, Lead inspector	Additional inspector
Aisha Waziri	Additional inspector
Kevin Wright	Additional inspector

## Full report

*In accordance with 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 in the school.*

### Information about this school

- The school is larger than the average-sized primary school. All pupils in the Reception class attend full time. The Nursery setting offers morning and afternoon sessions on a term-time basis. A small number of children attend both sessions.
- The school has a number of mixed-age classes. The early years provision comprises of the Nursery, with places for 52 three to four-year-olds, a Reception class and a mixed Reception and Year 1 class. Pupils from Years 1 to 6 are grouped in eight other classes, which includes three mixed-age classes.
- At around 20%, the proportion of disabled pupils and those who have special educational needs is broadly in line with the national average.
- Nearly a third of the pupils in the school receive support funded by the pupil premium. This is higher than that found in most schools. The pupil premium is funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- Virtually all of the pupils attending the school come from a White British heritage.
- The school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school has very recently begun to receive support from a national leader of education.

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

- Improve the quality of teaching so it is consistently good and enables pupils to make good progress by ensuring that:
  - teachers' raise their expectations of what all pupils can achieve
  - teachers use pupils' progress information more effectively to ensure that work is hard enough for all groups of learners, especially the more able
  - marking and feedback provide clear guidance to the pupils so they can promptly make the necessary corrections to improve their work
  - teachers deploy teaching assistants more effectively to enable disabled pupils and those with special educational needs in particular to consistently make as much progress as other pupils
  - teachers insist that pupils' handwriting is neat and their work is always well presented
  - in the early years, activities are always challenging for children, especially the more able.
- Raise the achievement of disadvantaged pupils by improving their skills in reading, writing and mathematics through the better use of the pupil premium resources.
- Improve the behaviour of a small minority of pupils by making sure that pupils follow teachers' instructions and listen carefully so they are ready to learn.
- Improve the effectiveness of leadership and management in order to improve teaching and raise achievement by ensuring leaders:
  - rigorously check the progress made by different groups of pupils to identify any underachievement at an early stage
  - check regularly that the quality of teaching across the school is effective, including in the early years.
- Ensure that the governing body:
  - reviews the work of the school more closely
  - holds leaders to account for the progress different groups of pupils make so all pupils have an equal opportunity to succeed.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The leadership and management

### are inadequate

- Leadership and management are inadequate because the headteacher, leaders and governors have not halted the decline in both the quality of teaching and pupils' achievement since the previous inspection. As a result, the quality of teaching and pupils' achievement are now inadequate.
- Leaders and governors have not provided the necessary ambition and drive to bring about improvements in teaching. Together they have failed to address effectively the areas for improvement identified at that inspection.
- Leaders have not used the pupil premium funding effectively. Consequently disadvantaged pupils make even slower progress than other pupils. As a result, the gaps in achievement in writing and mathematics between disadvantaged pupils and others are not closing.
- Senior and middle leaders do not use the information gathered from monitoring teaching and checking pupils' progress to drive up standards. Senior leaders have failed to keep the quality of teaching under regular review. Changes to the targets leaders set for teachers and the way in which teachers are held to account for pupils' progress have not yet brought about improvements to the quality of teaching.
- The curriculum does not promote pupils' basic skills well enough and does not support the development of pupils' writing. However, the school provides good opportunities for pupils to use the local area to develop their understanding of local culture and history.
- The social, moral, spiritual and cultural development of the pupils is promoted well. The school enables pupils to explore the diversity within modern democratic Britain. They are aware, for example, of how an election works. The local Member of Parliament brought this to life with a recent visit. The development of pupils' confidence and self-esteem is well supported with, for example, entries to local cultural events such as the poetry competition in the Cornwall Country Music Festival.
- The primary sports premium funding is used effectively. Training has enhanced the skills of staff to deliver high-quality physical education lessons, for example in gymnastics. Pupils have been able to try out a wider range of sports, including golf, outdoor pursuits, hill walking and horse riding. The school ensures all pupils from Year 3 to Year 6 have the opportunity to learn to swim through a 10-week programme of lessons.
- The local authority has worked closely with the senior leadership team and the governing body but this work has not had a significant impact on the achievement of the pupils across the school. However, local authority support is beginning to improve the skills of school leaders. The national leader of education, who is now supporting the school has not been working with the school long enough to help make sufficient improvement. However, he has identified key areas for improvement.
- Most parents who spoke to an inspector said they are happy with the school and with the progress their children make. This was reflected in the responses by parents to the Parent View survey.
- Child protection and safeguarding procedures and policies are in place. They are audited annually to make sure they meet statutory requirements, which they do. Pupils are well looked after at school.
- The school should not seek to appoint newly qualified teachers.

### ■ The governance of the school:

- The governing body has not held senior leaders to account for the poor achievement of pupils across the school, including disadvantaged pupils and those with additional needs.
- Governors do not know how pupils' achievement compares with that of other schools nationally and were not able to identify the decline in the school's performance. Governors have not asked for information on the progress of a wide enough range of groups of pupils.
- Governors have not ensured that the headteacher and leaders concentrated on addressing the areas for development highlighted at the previous inspection. However, they now visit the school regularly and attend improvement meetings. As a result they are developing a better understanding of the work of the school. Governors review the financial position of the school carefully, including how the school uses other resources such as the sports premium funding.

**The behaviour and safety of pupils****require improvement****Behaviour**

- The behaviour of pupils requires improvement. In some classes, a small proportion of pupils do not pay enough attention although most pupils concentrate well on their learning. Teachers do not always challenge inattention effectively and, as a result, the pupils' learning suffers.
- The presentation of pupils' work is not as tidy as it should be. However, most pupils respond well to their teachers and have positive attitudes to learning. For the most part they work well on their own or with partners and in groups.
- Around school, the pupils' behaviour is calm and sensible. School records show, however, that a few pupils behave badly and have not responded well to adults or other pupils. However, this situation is improving and the number of pupils who have received fixed-term exclusions has fallen over the last two years.
- Pupils have a good understanding of what constitutes bullying. They are quite clear that although pupils may fall out with each other, acts of unkindness are rare. Pupils know who to go to if they have any concerns. Pupils act as 'peer mediators' to help out if others feel sad or need a friend to chat to at break or lunchtimes.

**Safety**

- The school's work to keep pupils safe and secure is good. The school works successfully to ensure that pupils are well cared for and looked after. Pupils agree that this is so. Pupils have a good understanding of e-safety and the issues that can occur if they are not careful about sharing information online.
- The school fosters a sense of belonging amongst pupils who enjoy coming to school. Parents who responded to the online survey site, Parent View, overwhelmingly felt their children were safe and well cared for at school.
- Pupils' attendance has improved steadily over the last two years and is now in line with national averages. The numbers of persistent absentees has fallen dramatically over a similar time scale. The school has worked hard to secure these improvements.

**The quality of teaching****is inadequate**

- The effectiveness of teaching has declined since the last inspection and is now inadequate. Teaching across the school has not been good enough or has not sufficiently improved for all pupils to make good progress from their starting points in reading, writing and mathematics.
- Teachers' expectations of what pupils can achieve are not high enough. They do not use the information on pupils' prior attainment effectively to plan activities that are not too easy or too difficult for them. As a result, pupils, particularly the most able, are not consistently challenged and do not make the progress that they should.
- Teachers' feedback from marking does not always help pupils to improve their work. Where it is better, pupils have a clear understanding of what to do to extend their work and do so promptly. However, this level of guidance is not consistent across the school and over all subjects. Consequently, pupils do not make the necessary changes and their progress slows.
- The presentation of pupils' work, especially their handwriting, is not good enough and their books are often untidy. The teachers do not regularly challenge this so poor presentation by some pupils persists.
- In lessons, teaching assistants are not used to the best effect, especially when supporting pupils with special educational needs. They can be, at times, no more than observers in the classroom and do not always take an active role in supporting learning. For example, they do not have an active role in phonics lessons to provide help to different groups of pupils.

**The achievement of pupils****is inadequate**

- Pupils' achievement is inadequate because they have not made enough progress during their years in Key Stage 2. Pupils' attainment in reading, writing and mathematics is below average, with little sign of improvement.
- Current pupils' progress is not consistent for all groups of pupils and in all subjects, across the school. Progress as seen in pupils' workbooks is also inconsistent between year groups. However, the school's own information indicates that pupils are currently making better progress.
- The progress of disadvantaged pupils is slower than that of others and gaps in their literacy skills and mathematical understanding are not closing. In 2014, disadvantaged pupils at the end of Year 6 were

nearly four terms behind other children in reading, over two terms behind in writing and nearly three terms behind in mathematics. When compared with other pupils nationally they were over four terms behind in reading, over two terms behind in writing and, again, nearly three terms behind in mathematics.

- The progress of disabled pupils and those with special educational needs is also slower than that of others'. The support in class is not as effective as it should be.
- The most able pupils do not attain highly enough. In 2014, the proportion of pupils at the end of Year 2 achieving Level 3 or above in reading, writing or mathematics was well below average. At the end of Year 6 the proportion of pupils achieving Level 5 or above was also below average. The school has, though, enjoyed the success of a small number of Year 6 pupils achieving at the highest Level 6 in mathematics, in line with the national picture.
- The pupils from Year 2 who read to an inspector made a number of errors. However, when prompted pupils were able to break up unfamiliar words and blend the sounds together to read the word correctly. By the time they reach Year 6, pupils read well with developing fluency and confidence. All the pupils who read to an inspector said they enjoyed reading.

### The early years provision

### is inadequate

- The early years provision is inadequate. The quality of teaching in the Reception year is inadequate and, as a result, the children do not make enough progress from their individual starting points. The oversight of the early years setting by school leaders is not rigorous enough to secure the necessary improvements.
- There is too much variation in the expectations of staff between different classes. The challenge offered to the children in different classes is not consistently high and the progress made by different groups of children is not as rapid as it should be.
- Activities in the Reception-only class do not stretch the most able and are at times mundane. For example, in a mathematics session, the class teacher asked the children to say how many fingers they would hold up if they showed one more than five. Nearly all children could do this, as well as the follow up of what would be one less.
- Teaching of phonics is not always effective. Some children mispronounced the sounds that link to particular letters and the adults working with them did not correct them. The activities did not challenge the more able children. As a result, the behaviour of the children was not good. They did not follow instructions quickly and ignored requests from the adults around them.
- Children join the Reception class from the Nursery with skills that are typical for their age. Children who are more confident work with pupils from Year 1 in a mixed-age class while others stay together. The assessment of the children's skills are compared between the two settings. The initial assessments by the Reception staff often do not agree with those made in the Nursery. This mismatch can stall the progress the children make as staff do not have accurate information about previous learning to plan suitable activities..
- School leaders responsible for the early years provision do not check the effectiveness of teaching across the early years classes rigorously enough to ensure that teaching is enabling all children to make enough progress.
- The indoor space is well resourced with opportunities for pupils to learn together. One group organised a variety of soft toys as patients in a vet's surgery. They talked together about how much medicine to give one very sick teddy bear. However, others did not work together and the adults around them did not help build the children's social skills. The outdoor space was less inviting, with fewer activities provided.
- Safeguarding arrangements that are relevant to the early years setting are effective, ensuring that the children are well cared for and are kept safe at all times.

## 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>	453727

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>	Foundation
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	317
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steven Day
<b>Headteacher</b>	Simon Welch
<b>Date of previous school inspection</b>	13–14 February 2013
<b>Telephone number</b>	01726 822568
<b>Fax number</b>	01726 822060
<b>Email address</b>	secretary@st-stephen-churchtown.cornwall.sch.uk

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