

# Inspection of a good school: Calstock Community Primary School

Back Road, Calstock, Cornwall PL18 9QL

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Inspection date:

27 January 2022

## **Outcome**

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

## **What is it like to attend this school?**

Leaders acknowledge that the curriculum needs improving. They have started this work, but the curriculum design is in its infancy. Leaders have not ensured that the current curriculum is implemented consistently well across all subjects. As a result, pupils do not learn more and remember more of the intended curriculum.

Pupils feel happy and safe. They have positive views of the school. Leaders prioritise supporting pupils' well-being and mental health. Pupils behave well in lessons and around the school. They are polite and friendly. Pupils feel that they have a voice and staff listen to them. Pupils know what the different types of bullying are. They are adamant that bullying rarely happens. Staff support pupils well if they have any worries. Leaders plan opportunities for pupils to learn in the outdoor environment, 'enviromania'. Pupils understand how these opportunities develop their independence and resilience.

Parents appreciate the care and compassion shown to families through the COVID-19 pandemic. One parent, whose view represented the views of many, described Calstock Primary as an 'exceptionally nurturing school'.

## **What does the school do well and what does it need to do better?**

Leaders have started to take steps to improve the curriculum for pupils. However, the key knowledge that pupils need to know and remember in different areas of the curriculum has not been identified. The curriculum lacks ambition, including for pupils with special educational needs and/or disabilities. As a result, pupils do not always learn as well as they could. Some pupils have gaps in their understanding because learning is not well sequenced. Pupils are not as well prepared for the next stage of their education as they could be.

The mathematics curriculum is not implemented well enough. As a result, pupils cannot explain their thinking and reasoning. They cannot consistently use and apply what they have learned in order to solve a range of different problems. Leaders have started to address this, but too many weaknesses remain.

Teachers share a love of reading with pupils. They model good reading habits. Pupils learn to read with enthusiasm. Their books contain sounds they are familiar with which helps them to become fluent readers. Adults who teach phonics have the knowledge to do this well. They skilfully support pupils who find reading difficult. Pupils read a wide range of texts and share interesting reasons for their book choices. Teachers regularly read carefully selected books to pupils. Leaders make the most of the mixed-age classes to showcase reading role models. Pupils are well supported to develop into confident readers. Parents told inspectors that their children feel inspired to read for pleasure at home.

Pupils enjoy attending clubs, such as gymnastics and art. Teachers plan interesting trips to the local area to enhance learning, such as a visit to the most southerly Roman presence in the country. Pupils' well-being, including their mental health, is important to leaders. Leaders identified a reduction in pupils' resilience through the pandemic. They have taken effective action to rebuild these skills. Pupils are well prepared for difficulties they may face.

Strong relationships exist between staff and pupils. Pupils learn in a calm and orderly environment. Learning is rarely disrupted. There are clear and consistent expectations of all pupils. Staff are proud to work at the school and they feel well supported by leaders. Governors understand the school's strengths and areas for development.

In discussion with the headteacher, the inspectors agreed that focusing on completing the curriculum design and implementing this with suitably high ambition for all pupils may usefully serve as a focus for the next inspection.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils feel safe. Parents share this view. Pupils have an identified trusted adult to speak to if they have any worries. All staff understand the school's safeguarding policy and procedures. They quickly identify pupils who need support from external agencies. Pupils learn about risks in their local area. They know how to keep safe online.

Leaders complete thorough recruitment checks on staff joining the school. Governors know their safeguarding responsibilities. They have the knowledge to check procedures are working well.

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

### (Information for the school and appropriate authority)

- Leaders have not decided what they want pupils to know and remember in some curriculum areas. As a result, pupils have gaps in their knowledge. Leaders need to carefully consider what pupils will learn and when they will learn it in each subject.
- The mathematics curriculum is not implemented well enough. Too many pupils are unable to explain their reasoning or use and apply their learning. This inhibits their progress. Leaders need to implement an ambitious and high-quality mathematics curriculum for all pupils.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in January 2017.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	111951
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10211151
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	85
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Esther Gerlach
<b>Headteacher</b>	Ben Towe
<b>Website</b>	<a href="http://www.calstock.cornwall.sch.uk">www.calstock.cornwall.sch.uk</a>
<b>Date of previous inspection</b>	10 and 11 January 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is part of a federation with Stoke Climsland School. They share the same headteacher.
- The school is organised into two mixed-aged classes and a year 6 class.
- The school does not use any alternative provision for pupils.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the special educational needs coordinator, members of the staff team and representatives from the governing body.
- Inspectors carried out deep dives in early reading, mathematics and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors checked the procedures for keeping pupils safe.
- An inspector checked the 19 survey responses from pupils, nine responses from staff and 30 responses from parents, including 29 free-text comments.
- Inspectors met with pupils and staff to gather their views and find out what is it like to be part of the school.
- Inspectors looked at the school's plans for improvement.
- The lead inspector spoke to the school improvement partner on the telephone.

### **Inspection team**

Jane Dennis, lead inspector

Her Majesty's Inspector

Susan Aykin

Her Majesty's Inspector

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