

Inspection of Calstock Community Primary School

Back Road, Calstock, Cornwall PL18 9QL

Inspection dates: 11 and 12 July 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Pupils attend a very welcoming and inclusive school. Pupils fully embrace their school value of 'equity' and kindly support their peers with any help that they might need.

Leaders have raised the expectations and ambition they have for the standard of pupils' learning. However, it is too early to evaluate the impact of this work on how well pupils learn over time. Additionally, some pupils do not attend school regularly or punctually, which hampers their learning.

Older pupils are clear on the school's expectations for behaviour and follow them diligently. However, some younger pupils are not supported well enough to manage their own behaviour successfully. Sometimes, this results in disruption to other pupils' learning.

Pupils value the wealth of extra-curricular clubs on offer and parents and carers agree. For example, some pupils attend a book club, where they consider complex themes. Pupils regularly visit and engage positively with the local community. Some older pupils take part in an intergenerational programme and have visited the local care home, for instance. Pupils also visit further afield, such as to the Houses of Parliament in London, to support and enhance their learning.

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

More recently, leaders have introduced an ambitious curriculum. Subject leaders, many of whom are new to their role, have secure knowledge and expertise in the subject that they lead. Therefore, in most subjects, the curriculum identifies what is important for pupils to learn and by when. However, due to the newness of this work, the curriculum, in most subjects, is not taught consistently well. The needs of some learners are not fully considered.

Leaders have thought carefully about the design of the curriculum for children in the Reception Year. Children settle quickly into their class and learn to read as soon as they start school. However, this curriculum more broadly is not taught as intended. Sometimes, expectations for what children can do are not high enough. For example, children do not develop their ability to learn independently. Therefore, some children are not prepared well for the learning to come in key stage 1.

Staff have raised the expectation for pupils to read often and for pleasure. There are inviting reading areas in all classrooms, which contain carefully selected texts. All pupils learn a well-sequenced phonics curriculum. This, alongside additional support for some, helps pupils to learn the sounds that letters make. Pupils enjoy the range of texts that they encounter through the reading curriculum. For example, some pupils talked passionately about issues of race from their current class reader. However, the reading curriculum, beyond the teaching of phonics, is

underdeveloped. It does not consider well enough the important knowledge and comprehension skills that pupils need to learn to read more skilfully over time.

Pupils with special educational needs and or/disabilities have their needs identified quickly. They benefit from the work of the school inclusion team. For example, some pupils are supported well to talk about and manage their feelings and emotions. Such pupils receive high levels of nurture and care.

Leaders have a clear approach to supporting pupils' personal development. Pupils learn how to positively engage with their local community and understand their place in modern British society. The curriculum for personal, social and health education is well planned. Pupils quickly learn the importance of physical and mental health. They learn about growing up and body changes. Furthermore, staff ably support pupils to respect other faiths and cultures. Pupils understand the challenges others might face and know that everyone should be treated fairly. They develop the knowledge and attitudes that they need to be well-rounded citizens.

Leaders fully understand what they need to do to strengthen the effectiveness of the school. Their work is now gathering pace. Staff feel well supported, both with their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Staff and governors receive regular safeguarding training. As a result of this work, staff understand the signs that pupils might be at risk of harm. They report any concerns swiftly.

Leaders work effectively with external agencies to get families the help they need. They also provide valuable school-based support to any pupils and parents who may need this.

Leaders make appropriate checks when new staff join the school. However, they recognise there is a need to quality assure this work more thoroughly.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In the early years foundation stage, the curriculum is not fully understood or implemented well across all areas of learning. Consequently, some children do not develop the knowledge and independence that they need to be well prepared for their next steps. Leaders should ensure that the provision in the early years supports all children to learn successfully.
- The curriculum in some subjects is not yet implemented well enough to meet the needs of all learners. Sometimes, pupils find learning too hard or do not build on

prior learning in sufficient depth. Leaders, at all levels, should ensure that the curriculum is implemented well across all subjects so that pupils learn well over time.

- The reading curriculum is not fully developed. It is not clear what leaders intend pupils to learn and by when. Leaders should ensure that the reading curriculum identifies the important knowledge and skills that support pupils to read well.
- A significant minority of pupils do not attend school regularly. This hinders their learning. Leaders need to ensure that such pupils attend well and on time.

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.

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

Unique reference number	111951
Local authority	Cornwall
Inspection number	10256608
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	65
Appropriate authority	The governing body
Chair of governing body	Claire Bissell
Executive headteacher	Ben Towe
Website	www.calstock.cornwall.sch.uk
Date of previous inspection	27 January 2022, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Calstock Community Primary School and Stoke Climsland School Federation.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, the head of school, the special educational needs coordinator and the early years leader. The lead inspector spoke with a local authority representative and the school improvement partner. She also met with representatives from the governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, inspectors discussed the curriculum with

subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also considered the curriculum in some other subjects.

- The lead inspector spoke with the designated safeguarding leader and the deputy designated safeguarding leader to discuss the school's procedures for keeping pupils safe. She considered the school's recruitment procedures, staff induction and training, records of concern and engagement with external agencies.
- The inspectors spoke with staff and pupils throughout the inspection to gauge their views of the school.
- Inspectors considered responses to the online survey, Ofsted Parent View, including free-text responses. Inspectors also considered responses to the staff and pupil surveys.

Inspection team

Donna Briggs, lead inspector

His Majesty's Inspector

Jonathan Gower

Ofsted Inspector

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