



Boyton Community Primary School

Inspection Report

Unique Reference Number 111926
LEA Cornwall
Inspection number 278811
Inspection dates 10 May 2006 to 10 May 2006
Reporting inspector Peter Clifton AI

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

Type of school	Primary	School address	Boyton
School category	Community		Launceston
Age range of pupils	4 to 11		Cornwall PL15 9RJ
Gender of pupils	Mixed	Telephone number	01566 772484
Number on roll	34	Fax number	01566 772484
Appropriate authority	The governing body	Chair of governors	Mr M Stanbury
Date of previous inspection	13 March 2000	Headteacher	Mr J Gill

Age group	Inspection dates	Inspection number
4 to 11	10 May 2006 - 10 May 2006	278811

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a very small rural village school that shares its site with a nursery. There are no Year 6 pupils in the school at the moment. Most pupils attend the school from the village and the surrounding area. The proportion of pupils with learning difficulties and disabilities is below the national average. The numbers of pupils who join or leave the school other than at the usual times is considerably higher than average. Pupils are taught in two mixed-age classes. There is major building work taking place and the school is working with the challenge of difficulties in accommodation, particularly for the younger children.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with good provision for pupils' personal development. Parents strongly support the school but a few have correctly raised some concerns about the progress their children are making. The school provides satisfactory value for money.

Pupils make satisfactory progress. Attainment on entry to the school is better than expected for the children's age but varies considerably from year to year because of the very small numbers. Provision and achievement in the Foundation Stage are satisfactory. Children enter Year 1 very ready to start National Curriculum work because they have exceeded the goals expected at this age. Standards in the Year 2 national tests last year were well below average but standards have improved and are currently broadly average. Older pupils make satisfactory progress in English and mathematics but progress in science is not as good. Scientific enquiry skills are not well taught or planned. Pupils' spiritual, moral, social and cultural development is good overall. They behave well and have positive attitudes to learning. The vast majority attend regularly but the poor attendance of a few pupils brings down the overall figure. The quality of teaching and learning is satisfactory and pupils are well managed. However the provision for more able pupils varies, and sometimes work is too easy. Good personal support ensures that pupils grow in confidence as they move through the school. However, academic guidance is weaker and pupils do not have sufficient understanding of how to improve their work.

Leadership and management are only satisfactory because there are weaknesses in the school's systems for self-evaluation and as a result the school's view of its effectiveness is too generous. Difficulties related to building work have been minimised through careful planning and the school is doing all it can to improve attendance. The school has made satisfactory progress in tackling key issues identified from the previous inspection and has the capacity to improve.

What the school should do to improve further

- Make better use of analysis and information gathering to strengthen self-evaluation in all aspects of the school's work; thus making it easier to identify and remedy any weakness.
- Improve the teaching of science, particularly scientific enquiry skills, through better curriculum planning.
- Help teachers plan work which meets all pupils' needs and provides the pupils with information that gives them a clear understanding of how well they are doing what they need to do to improve.
- Continue to work with parents to improve attendance.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. Attainment on entry to the school varies considerably over time due to the very small number of pupils in each year group.

Children start school with knowledge and skills that are better than usually expected for their age. They make satisfactory progress in all areas of learning.

Year 2 pupils who took the national tests in 2005 made broadly satisfactory progress from a low starting point. Current standards are broadly average and pupils' achievement is satisfactory. In the Year 6 tests in 2005, standards were well below average but there are no pupils in Year 6 at present to make a comparison. The school missed its 2005 targets for Year 6. The inspection evidence indicates that the progress of older pupils is satisfactory and strengthening in English and mathematics. However, progress has been less good in science, where there are weaknesses in teaching and the curriculum.

There are pockets of underachievement where a few pupils are not reaching expected standards. This is due to some extent to prolonged periods of absence and pupils constantly leaving and joining the school, which are barriers to achievement. However, some underachievement in science is as a result of weaknesses in teachers' planning.

Personal development and well-being

Grade: 2

Pupils' personal development is good and they are considerate and caring towards each other. New pupils coming into the school benefit from the school's 'family' ethos and settle quickly. Pupils feel very safe, enjoy school and behave well in lessons and in the playground. Older pupils say the school is a happy place. The pupils make good progress in their moral and social development and satisfactory progress in their spiritual and cultural awareness.

The pupils are learning to value a healthy and active lifestyle. They appreciate the well equipped outside areas and expend much energy at playtimes. They have satisfactory basic skills for their well-being and a good understanding of the benefits of working together and cooperating. Pupils care about those needing help and value opportunities to raise money for homeless people in India. Preparation for their future life is satisfactory. The basic skills of literacy and numeracy are in place and Information and Communication Technology is used confidently.

Although the school has taken all appropriate steps to improve attendance, their efforts have not yet had the desired impact. This is because a very small number of pupils have poor attendance.

Quality of provision

Teaching and learning

Grade: 3

Overall, teaching is satisfactory. Pupils are well managed and there are good relationships in classes. Pupils of different ages work well together and are happy and settled in class. The work of teaching assistants to support pupils with learning difficulties and disabilities is good. They work confidently and effectively with groups

of pupils who achieve success. Effective support is given to pupils in Reception and as a result they are developing their knowledge and understanding satisfactorily.

In Years 1 and 2, the teachers' planning of work for different pupils does not always build on previous learning sufficiently well and pupils are not provided with clear enough feedback about how to improve their work. Consequently some pupils do not achieve as well as they can, particularly more able pupils. For pupils in Years 3 to 5, writing skills are well taught. However, scientific enquiry skills are not well taught and there is very little recorded science work in older pupils' books.

Curriculum and other activities

Grade: 3

Overall the school provides a satisfactory curriculum. There is a satisfactory range of learning opportunities with good provision being made in swimming for older pupils. Older pupils much enjoyed the visit to another school. Good use is made of the grounds and outside areas to teach physical education because there are currently no indoor facilities. The building work has adversely affected the range of clubs and activities after school and at lunchtimes. Pupils with learning difficulties and disabilities are supported well.

The provision for reception children is satisfactory. The curriculum for science has weaknesses in Years 3 to 6. Planning to develop pupils' skills, knowledge and understanding in science is inconsistent.

Care, guidance and support

Grade: 3

The pupils are cared for well but there is a weakness in the guidance and support they receive. Pupils are encouraged to look after each other and supervision arrangements at play and lunchtimes are good. Pupils and their families are known well by staff and this information is used effectively to provide pastoral support. Pupils are confident because they are listened to and know that adults care about them. Procedures to safeguard pupils work well and constant checks ensure standards of health and safety are high, which has been a challenge for the school during the extensive building work. The main weakness is the academic guidance and support for individual pupils. Although the school has some systems in place to enable pupils to set themselves targets and be involved in their own learning, these are very new and not yet well embedded. Pupils have insufficient understanding about what they need to do to improve their work. Recently, there have been good improvements in assessment and tracking pupils' progress. However, these have not been good enough in the past to guide pupils effectively.

Leadership and management

Grade: 3

The school is led and managed satisfactorily. The headteacher and the governors have effectively managed major new building work and put in place suitable arrangements to minimise the disruption to pupils' learning. This will remedy weaknesses in the accommodation and further enhance ICT resources. There have been good developments in the use of the outside area used by the school and the community. The school has effective links with the on-site Nursery. Changes to staffing are strengthening pupils' achievement. Teachers work together well and the teaching assistant working with the youngest children is deployed effectively. Links with parents are secure and they are very supportive of the school. However, a few of them have correctly expressed concerns about the progress their children are making and difficulties in getting accurate information. These weaknesses are now being remedied.

The school's focus on improving writing and developing pupils' mental mathematics skills has been successful and as a result pupils' progress has improved. However leaders have been slow to identify and tackle underachievement in the past. The school has very recently put in place procedures to track pupils' progress on a regular basis and these are now beginning to help identify how well the pupils are doing. Overall, the school is satisfactorily placed to improve further.

The leadership has a generous view of the school's effectiveness. Self-evaluation has weaknesses. It is not sufficiently well rooted in rigorous evaluation or analysis of its own work. The governors are very supportive of the school and their role in holding the school to account is satisfactory. They have a good understanding of the school's strengths and weaknesses arising from results. Governors ensure that there is firm control on the school finances.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for your very warm welcome to your school. I enjoyed talking to you in lessons and during your playtimes.

I was very impressed with your behaviour in lessons and how confidently you talked about your school. You gave me a lot of valuable information and this was a great help.

What I most liked about your school:

- your good behaviour and attitudes
- the well equipped outside areas and how well you were using them
- how well the school helps you develop your personal skills
- your new classrooms which are nearly finished

I have asked your headteacher and others to work on:

- using information better to identify areas that need to be improved and then making them better
- raising standards in science through improving your knowledge understanding and investigation skills
- helping you understand what you need to do to improve and making sure that the work given to you is challenging and not too easy.

I enjoyed the visit greatly.