



Boscastle Community Primary School

Inspection Report

Unique Reference Number 111929
LEA Cornwall
Inspection number 278814
Inspection dates 7 June 2006 to 7 June 2006
Reporting inspector Derek Watts AI

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

Type of school	Primary	School address	Fore Street
School category	Community		Boscastle
Age range of pupils	4 to 11		Cornwall PL35 0AU
Gender of pupils	Mixed	Telephone number	01840 250329
Number on roll	78	Fax number	01840 250329
Appropriate authority	The governing body	Chair of governors	Mr David Pinn
Date of previous inspection	8 May 2000	Headteacher	Miss Sarah Duffy

Age group	Inspection dates	Inspection number
4 to 11	7 June 2006 - 7 June 2006	278814

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Boscastle Community Primary is much smaller than most primary schools. The majority of pupils are from White British backgrounds. There are no pupils with English as an additional language. The proportion of pupils with learning difficulties is broadly average. The number of pupils eligible for free school meals is below average. Children's attainment on entry to the school can vary from year to year because of the small number of children in a year group. The current Reception Year entered the school with below expected knowledge and skills.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Boscastle Community Primary School provides a satisfactory quality of education. This reflects the school's own evaluation of its overall effectiveness. There have been considerable staffing changes in recent years but with a more settled teaching force, there are clear signs that the school is improving. The school provides satisfactory value for money.

Pupils' care, guidance and support are good. The school is well regarded by the parents and receives good support from them. These factors contribute to pupils' good personal development. Throughout the school, pupils show positive attitudes to learning and behave very well. The relationships between pupils and between pupils and adults are very good and pupils willingly take on responsibilities. Attendance is satisfactory.

Pupils' achievement as they move through the school is satisfactory overall. Children's attainment on entry to the school is below that expected. Children make good progress in Reception because of good provision. Most are likely to reach the expected standards by the end of Reception. In the current Year 6, standards are above average in English and average in mathematics and science. Pupils' progress in English has improved in recent years and is good because of a clear focus on developing writing skills. Progress in mathematics and science is satisfactory.

Teaching and learning and the curriculum are satisfactory. There are good elements to the teaching but tasks are not always well matched to pupils' needs, particularly for the more able in mathematics and science. Pupils' presentation is not as good as it should be as expectations and guidance on this are not consistent. A good range of additional activities enriches the curriculum and these contribute well to pupils' enjoyment. The school has recently established an effective system for assessing and tracking pupils' attainment. Leadership and management are satisfactory. Recent improvements in English and to assessment procedures indicate there is good capacity for further development. The school is now in a good position to raise achievement in mathematics and science.

What the school should do to improve further

- Improve teaching and learning by matching work more carefully to pupils' needs, particularly for the more able in mathematics and science.
- Build on the current action planning to raise achievement in mathematics and science.
- Improve pupils' presentation of work through establishing a more consistent approach.

Achievement and standards

Grade: 3

Overall, pupils' achievement is satisfactory. Children's attainment on entry to the school varies because of small numbers in each year group. The current Reception

children have entered the school with below expected attainment. Children make good progress in Reception, particularly in language and social skills. Most will reach the goals expected for their age by the end of Reception. Pupils make satisfactory progress in Years 1 and 2. National test results in Year 2 fluctuate because of variations of attainment on entry. Standards in the current Year 2 are broadly average in reading, writing and mathematics.

Standards can also fluctuate in Year 6 because of small pupil numbers in the year group. In the current Year 6, they are above average in English and broadly average in mathematics and science. Pupils' progress in English has improved during the last three years due to the school's successful focus on developing writing skills. Pupils' are achieving well in English and satisfactorily in mathematics and science. Pupils make less progress in mathematics and science because work is not always sufficiently well matched to pupils' needs, particularly the more able. Not as many pupils attain the higher than expected Level 5 in mathematics as they do in English. The school sets appropriately challenging targets for English and mathematics. These targets are met in mathematics and exceeded in English.

Personal development and well-being

Grade: 2

Pupils' personal development including their spiritual, moral, social and cultural development is good. They show positive attitudes to learning and clearly enjoy school. Very good relationships and clear expectations lead to good pupil behaviour in lessons and in the playground. As one pupil commented, 'There is no bullying because this is a small school where everybody knows each other'. Pupils are courteous, friendly and show respect for others. Attendance is satisfactory overall. Although attendance levels are below average, the school works hard to monitor and promote good attendance.

Through interesting and animated assemblies, pupils reflect on important issues such as 'doing your best and helping others'. Pupils contribute well to the community. They raise funds for charities and participate in community events. Pupils adopt safe practices and have a good understanding of the importance of healthy lifestyles. They show clear knowledge about healthy diets and engage enthusiastically in regular exercise. Pupils on the school council take their responsibilities seriously and have made a valuable contribution to improving school meals. A member remarked, 'There is now less processed meat and more fresh fruit and vegetables in our meals'. The school council has also made good suggestions for the school's new landscaping project. Pupils' good literacy skills, sound numeracy and information and communication technology (ICT) skills and their ability to work well with others prepare them adequately for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory and this is in keeping with the school's evaluation. There are good features to the teaching. Teachers manage the pupils well and have established very good relationships with them. Explanations, demonstrations and questioning are used well by teachers to promote learning. There are regular opportunities provided for pupils to discuss in pairs or groups and this develops their speaking and listening skills well. Interesting writing opportunities help to ensure that pupils can write well in different styles. Tasks are not always well matched to pupils' different abilities, particularly for the higher attainers in mathematics and science. Where this happens pupils are not challenged enough and do not make as much progress as they could. Teaching assistants are well directed and provide effective support, particularly for those with learning difficulties.

Pupils' presentation of work is not as good as it should be as expectations and guidance on these are not consistent across the school. In some science lessons too much reliance is placed on worksheets, resulting in pupils not being encouraged to find ways of planning, organising and recording their own work. With a more settled staff, the school has recently established effective systems for assessing and tracking attainment. This good practice is being used well to set learning targets.

Curriculum and other activities

Grade: 3

The school provides a satisfactory curriculum. It enables pupils to make at least sound progress over time. The increased focus on reading and writing skills is having a positive effect on pupils' progress in English. The school has recently purchased new computers and with the improved resources, pupils are beginning to use ICT more effectively to support their learning in other subjects. French is an interesting addition contributing to pupils' language and cultural development. The curriculum is not fully effective in meeting the needs of higher attainers in mathematics and science. As a result, in comparison with other schools, not as many pupils reach the higher levels in these subjects as they do in English. The lack of a school hall and grass areas limits the range of physical education activities. A well planned personal, social and health education (PSHE) programme promotes healthy lifestyles and safety effectively. This contributes well to pupils' personal development. A good range of additional activities enrich pupils' learning and enjoyment. These include art, football, music, netball and tag rugby. Visits support topics well. For example, 'The Terrible Tudors' production in Truro supported work in history and English.

Care, guidance and support

Grade: 2

Overall, the school provides pupils with good care, support and guidance. Personal support for pupils is particularly good and this is much appreciated by parents. As a parent commented, 'Boscastle is an extremely welcoming and supportive school'. Child protection procedures are good and staff have received appropriate training in this area. Health and safety procedures are thorough and regular safety checks help to ensure pupils are safe. Academic support and guidance is satisfactory and improving. The recently improved assessment procedures are being used to set suitably challenging targets for pupils to aim for. The marking of pupils' work is encouraging and recognises good work. Marking is satisfactory but it does not always provide clear guidance on how pupils can improve. Pupils with learning difficulties receive good support and have clear targets to help them.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. These have been effective in providing good care, guidance and support and in promoting pupils' personal development. The headteacher and staff have created a welcoming and positive atmosphere where all pupils are valued. The school has the confidence and support of its parents. It seeks their views and responds well to their concerns.

School self-evaluation is satisfactory. The school has a sound view of its performance although its evaluation of leadership and management is generous because it is not linking the impact of leadership and management to pupils' achievement. The monitoring of teaching and learning is developing with staff involved in the evaluation of practice. The school development plan has appropriate priorities and effective action has been taken to raise achievement in English during the past few years. With a more settled staff the school is in a good position to raise achievement in mathematics and science.

The governors are committed and supportive. They are generally well informed about the school's work. They have a good knowledge of pupils' personal development, staffing and partnership with parents. The governors are beginning to focus more on pupil achievement and the quality of teaching and learning. Statutory requirements are met.

A more settled staff is having a positive effect on the consistency of assessment procedures so the school knows how well pupils are doing. Recent improvements to pupils' progress in English, in assessment procedures and in ICT provision indicate good capacity for further development and growth.

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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
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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?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	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?	2	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	3	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 so much for welcoming us into your school, talking to us and showing us your work. We enjoyed our visit and would like to tell you what we found out about your school.

The things we were particularly pleased with are:

You enjoy school and take part in activities well.

Children in Reception get off to a good start.

You are making good progress English.

The headteacher and staff make sure you are well cared for and supported.

You are polite, friendly and very well behaved.

You get on very well with other pupils and adults.

There is a good range of clubs and visits, which you clearly enjoy.

Your parents are pleased with the school and give it good support.

There are a few things that we think could be improved:

Sometimes your teachers could give you harder work to do particularly for the more able.

The headteacher and teachers should continue to make plans to help you make more progress in mathematics and science.

A number of you could improve the presentation of your work.

Finally, thank you once again for all your help. We wish you all well in the future.

With kind regards

Derek Watts and Denise Morris

Inspection Team