



St Teath Community Primary School

Inspection Report

Unique Reference Number 111937
Local Authority Cornwall
Inspection number 278819
Inspection date 7 December 2006
Reporting inspector Peter Way HMI

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

Type of school	Primary	School address	North Road
School category	Community		St Teath
Age range of pupils	4-11		Bodmin PL30 3JX
Gender of pupils	Mixed	Telephone number	01208 850516
Number on roll (school)	43	Fax number	01208851347
Appropriate authority	The governing body	Chair	Sarah Morey
		Headteacher	Graham Dunn
Date of previous school inspection	11 October 1999		

Age group 4-11	Inspection date 7 December 2006	Inspection number 278819
--------------------------	---	------------------------------------

© 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 of Her Majesty's Inspectors of Schools.

Description of the school

Situated in a rural area of North Cornwall, this small primary school near the town of Camelford serves the local community and surrounding villages. Recent building works have much improved the site and accommodation. Almost all the pupils are of White British heritage. With very few pupils on roll, percentages can be misleading, but the proportion of pupils with learning difficulties is similar to the national figure. The school was last inspected in 1999 under the leadership of the current headteacher who is retiring at the end of the term. A new headteacher will be in post when this report is published. It would not normally be commented upon, but is remarkable to note that this school has had only two headteachers since 1953.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This school, which is at the heart of the local community, provides a satisfactory standard of education with some good features. The principal area for development is in the educational standards reached by the pupils, which because of the lack of clear development priorities is improving too slowly. Standards in the Foundation Stage are satisfactory and sometimes better than other schools in the local authority but by the end of Key Stage 2, improvement has not kept pace with the local authority and national rates. The school provides pupils with a very good range of curriculum opportunities and enrichment activities. It places a strong emphasis on personal development, provides good support and cares well for the pupils. They really enjoy coming to school. Pupils are encouraged to work well together, which is important in the mixed age classes, and they have good attitudes towards learning. The quality of teaching is satisfactory. Teachers plan interesting lessons but the work is sometimes undemanding because they do not yet take enough account of the information which they gather about pupils. Pupils with learning difficulties or disabilities are well supported by teachers and also by teaching assistants who provide invaluable help during lessons. The headteacher gives good leadership in staff teamwork, and the governing body is becoming more active in monitoring and evaluating the work of the school. The school has the capacity to improve but the present self-evaluation has not been clear enough about how to raise standards, although it is accurate in several of its judgements. Not all the issues from the previous inspection have been fully resolved. Virtually all the parents who responded to the pre-inspection questionnaire view most aspects of the school very favourably.

What the school should do to improve further

- sharpen the focus of school self-evaluation to ensure that accurate analysis of areas for development leads to sustained improvement
- provide more detailed feedback to pupils, both orally and in writing, so they understand clearly how to improve their work.

Achievement and standards

Grade: 3

The data indicate that, by the end of the Reception Year, pupils' achievements are similar to, or slightly above, the national and local authority averages. The majority of pupils achieve the standards which are expected by the end of the Reception Year. In recent years' assessments at the end of Key Stage 1, the pupils have generally been slightly below the national averages, and are not making as much progress as could be expected in Years 1 and 2. At the end of Key Stage 2, the national test results have improved slightly during the last three years. In the 2006 tests, progress through Key Stage 2 was satisfactory for most pupils and good for some. The standards which pupils reach at the end of Key Stage 2 are variable and have not been keeping pace with national and local authority rates of improvement. The number of pupils in each year

is very small, sometimes as low as one, so statistical information must be used cautiously; nevertheless, the school is not yet setting targets which are sufficiently challenging.

Personal development and well-being

Grade: 2

The provision for personal development is good and the staff take every opportunity to encourage an ethos of personal growth. Pupils respond well to this; they are polite, behave very well and show many good signs of responsible attitudes towards their work. They respect each other, and work and play together extremely well. Attendance is good. Pupils of all ages are quite vociferous about enjoying school. Several attractive displays of pupils' work around the school show a range of world cultural traditions introduced through art, music and stories. Pupils show good understanding about healthy lifestyles and how to be safe. The school plays an important part in the life of the village; both the local community and the pupils benefit from this close support.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory with some good features. Good teaching matches pupils' needs very effectively and builds step by step on earlier learning. For example, during a mathematics lesson, the teacher paused to use pupils' errors to clarify confusions, and as a result they made good progress in the lesson. A particular feature of effective teaching is the way in which tasks are presented so that pupils discuss their learning together. In this way, they support each other and learn how to work cooperatively. Activities are sometimes well linked: making simple cakes the previous day, for instance, helped younger pupils to draw on their experiences to learn how to write instructions. Teaching assistants work particularly effectively with groups of pupils to support them and discuss their learning with them.

Although pupils enjoy their learning, they are not always sufficiently challenged. The work is sometimes undemanding, especially for the more able pupils, and there are occasions when the lesson proceeds at too slow a pace to take account of the wide age-range and abilities which are often taught together. Although the standard of pupils' work is mostly satisfactory, they do too little writing in some subjects. This means that they do not get enough practice in writing and it becomes more difficult for teachers to judge the progress they are making in their learning. A good range of performance data is collected about each pupil but is not yet used effectively in planning work.

Curriculum and other activities

Grade: 2

The school provides a very good range of curriculum activities and opportunities for enrichment. It is ambitious in providing additional subjects such as Spanish. The pupils say how much they enjoy the trips and visits which increase their understanding of the subjects they study. Links with other schools, including a secondary school, have helped to increase opportunities in subjects such as geography and science. A display of pupils' artwork, linked to that of a local artist, shows how the Cornish heritage plays a part in developing pupils' understanding of, and their response to, the environment. Local resources and the surrounding area are used successfully to provide first-hand learning opportunities. Pupils enjoy the good range of extra-curricular activities they are offered.

Care, guidance and support

Grade: 3

There are good strengths in care and support but some weaknesses in guidance. The staff are fully committed to providing high levels of care and support, although not all have yet attended the necessary courses. Pupils say they are well cared for and feel safe; they like the way in which they receive individual help and attention. Those with learning difficulties or disabilities are very well supported; they make satisfactory progress in academic areas and good progress in personal development. Staff have been working on improvements to their written and oral feedback to pupils. At the moment, this does not provide enough clear information to pupils about how to improve their work, nor is it yet linked closely enough to short-term learning targets to improve standards of attainment. Parents commented favourably on the open access to staff. The school is trying to increase the involvement of parents in all aspects of their children's school life, for example through workshops, but a few parents feel that communication could be improved.

Leadership and management

Grade: 3

Leadership and management are satisfactory. Under the headteacher's leadership, teamwork is good. Teaching and support staff are deployed effectively and subject coordinators play a greater part than previously in monitoring the quality of teaching and learning. All pupils have equal opportunities to enjoy a wide range of experiences. Relationships with the local community are strong and positive. High quality care supports learners' well-being, including for those who are vulnerable. The school runs smoothly, although time is not always used efficiently, particularly at the start and end of the day.

The school's capacity to improve is satisfactory. In a number of areas, it has acted on issues identified in the previous inspection but it also knows that more work is needed. For example, although gathering data and other information has improved, the school

is not yet using what is known fully enough to have a clear view of how to raise standards. Identifying priorities, planning developments and monitoring them are not yet secure. This means that on occasions, the good practice which is put in place is not established before a new project is commenced. Identifying too many development areas at once has dissipated effort and hampered successful conclusion. Governors support the school very positively and take a close interest in its work. Their understanding of their role is improving and they are becoming increasingly objective and critical. Their knowledge of the school's strengths and areas for improvement is helping them to plan more effectively.

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

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	3

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for your kind cooperation and courteous good manners when I visited you recently. I enjoyed the conversations we had, especially while being blown around the playground on that very stormy day! It was good to see you making full use of your new classrooms. The school is attractively decorated with some of your super artwork. I hope your Christmas production was a great success.

I had a close look at your school and the standard of education which it provides for you. Overall it is satisfactory, but I found that it has some very good points: a really interesting range of lessons which are supported by trips and visits which you like very much, the teachers care for you very well, you have good attitudes towards work and above all you really enjoy coming to school.

There are also two things in particular which need to be improved: teachers need to give you better guidance about how you can improve your own work, and the teachers, headteacher and governors must make sure that they make better plans to improve the school and carry these plans out successfully.

By the time this letter and report are published you will have said goodbye to Mr Dunn and you will have a new headteacher. It is really important that you play your part in improving the school which is such an important place in the life of your village. Keep working hard and when you are given some written work to do, try always to do more than you are asked for. That way you will soon improve your writing skills.