



# St Stephen Churchtown Community Primary School

## Inspection Report

**Unique Reference Number** 111897  
**Local Authority** Cornwall  
**Inspection number** 289090  
**Inspection date** 7 November 2006  
**Reporting inspector** Malcolm Greenhalgh

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

<b>Type of school</b>	Primary	<b>School address</b>	Creakavose
<b>School category</b>	Community		St Stephen
<b>Age range of pupils</b>	2–11		St Austell PL26 7NZ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01726 822568
<b>Number on roll (school)</b>	357	<b>Fax number</b>	01726 822060
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Martin Singleton
		<b>Headteacher</b>	P Gibbons
<b>Date of previous school inspection</b>	4 June 2001		

<b>Age group</b>	<b>Inspection date</b>	<b>Inspection number</b>
2–11	7 November 2006	289090

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://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 large rural Cornwall school with a range of pupils from different social backgrounds and with a slightly above-average proportion of pupils with learning difficulties. Attainment on entry is below the national expectation, although this varies with each year group. The area surrounding the school is in the lowest quarter of the most socially deprived areas in England.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school. Parents and pupils appreciate greatly the opportunities the school provides for them and are all extremely supportive of the work the school does. Parent questionnaires are unanimous in agreeing that pupils are happy, make good academic progress, behave well, feel safe and have their views valued. Parents also feel that their views are valued and that the school is well led and managed. The inspection findings fully support these views.

Pupils enter school with below-average levels of attainment and leave with standards at least in line with the national averages, and for some year groups, standards are well above the national averages. By the time pupils leave school, attainment in English and science is stronger than that in mathematics and pupils have more positive views for English than they do for mathematics. The school provides particularly well for pupils with learning difficulties and these pupils make exceptionally good progress as they move through the school.

The quality of teaching throughout the school is good and this has a significant impact on the approaches pupils have to their learning. Pupils are particularly respectful in and out of classrooms and always greet you with a welcoming smile and general politeness. In lessons, the pupils are very well behaved, attentive and on task. Relationships are good and, although there is some name calling in the playground, pupils are happy, get on well with each other and enjoy their lessons. The school works hard to take note of what the pupils say to them and the school takes these views seriously and has improved provision, such as playground equipment, in response to pupils' requests. The curriculum is well developed and provides a good breadth of opportunities for pupils to fulfil their potential in a wide range of lesson and out-of-lesson activities. There has been much emphasis on healthy living and the school has won two awards for this, of which the pupils are very proud. There is much agreement amongst the pupils that they are now eating more healthily and taking part in many more physical activities.

The school supports all pupils well and provides good guidance on how pupils should conduct themselves and on what they need to do next in their learning. The school has worked hard on developing information systems to identify how well pupils do but the present systems do not provide enough information on the rate of progress pupils make. Pupils, parents and governors are consulted on school issues but they are not sufficiently involved in the school improvement process. Other members of staff are also working effectively to improve systems to enable pupils to be clear about what they need to do to improve. As a result, the school is constantly trying to better itself, has good capacity to improve further and provides good value for money.

### **What the school should do to improve further**

- Improve standards in mathematics in Years 3 to 6 so that they are consistently in line with the good achievements in English and science.

- Improve information systems to provide more precise information on the progress pupils make.
- Involve parents, pupils and governors more in developing the key priorities the school has identified for improvement.

## **Achievement and standards**

### **Grade: 2**

Pupils enter school with below-average levels of attainment but settle quickly and make good progress in the Nursery and Reception classes. By the end of the Reception class, attainment is close to national expectations. Pupils continue to make good progress in Years 1 and 2. Attainment at the end of Year 2 varies from one year to the next but generally improves over time. In more recent years it has not dipped below average and is often above average. This fluctuation is mainly the result of variations in the abilities of pupils in each year group. This trend of improvement continues in Years 3 to 6 and the targets set by the school, and agreed by the local authority, are often exceeded. Attainment by the time pupils leave school is on the strong side of satisfactory but, as seen in comparisons between 2005 and 2006, the attainment and achievements of the different groups vary from outstanding to satisfactory. Attainment is stronger in mathematics than reading and writing at the end of Year 2 but this is reversed at the end of Year 6, when standards in English are above those in mathematics. In 2005, standards particularly in English and science put the school in the top 10% of schools nationally. The progress made by these pupils in English and for those with learning difficulties was excellent. The present Year 6 pupils are making good progress in English and satisfactory progress in mathematics.

## **Personal development and well-being**

### **Grade: 2**

Personal development and the pupils' spiritual, moral, social and cultural development are good. Within the local community pupils are well noted for their politeness and general good demeanour and are much inspired by the work they are given, particularly in English. This is reflected throughout the school and contributes greatly to the good spiritual atmosphere that exists. Pupils are very keen to engage in conversation and to answer questions about how they feel about school and about their general interests outside of school. The pupils' forum, 'The Pupils' Plan-It', is well noted by the pupils as being very representative of their views. From these conversations with pupils and the responses on the parents' questionnaire it is clear that they enjoy school very much. They feel safe and very much appreciated the additional security systems the school has put in place in the last year or so. The pupils strongly agree that they are now living healthier lives as a result of the efforts made by the school to improve lunches and the opportunities for physical activity. Pupils are making good progress in their key skills of literacy, numeracy and information and communication technology, and are developing good personal work-life skills. The pupils feel very much involved in setting their own learning targets, although this isn't yet fully developed in all

classes. They also work effectively in groups and teams, for example, working on their own play scripts and then acting them out. The pupils are also proud of their efforts to support the local community and charities in this country and overseas.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good, which is why pupils achieve well. Relationships in lessons are strong and pupils behave very well. They are particularly motivated in writing activities and appreciate the efforts the teachers make to enliven the lessons. Good attention is given by the teachers to assessing where the pupils are and what they need to learn next. There is a great deal of consistency in the way all staff approach pupils in the classroom and in other areas of the school, such as the dining hall. There is also a good emphasis in lessons on ensuring pupils are involved in the learning process. As a result, the work given to pupils is usually well matched to their learning needs.

### **Curriculum and other activities**

#### **Grade: 2**

Curriculum provision is good. The school provides an effective curriculum that responds well to the needs of pupils. Additional activities after school are particularly strong and extend the curriculum well. The school is continually working towards meeting the personal needs of the pupils and there are good plans in place to ensure key skills are taught across all areas of the curriculum. The academic curriculum is well supported by the development of pupils' personal needs and there is a strong emphasis on pupils' personal, social and health education. There is a very good range of additional clubs provided by the school, many of which were requested by the pupils themselves, and these cover a wide range of physical and creative activities. There is also a popular breakfast club. As a result of this well-balanced provision, pupils make good progress both academically and personally.

### **Care, guidance and support**

#### **Grade: 2**

Care, guidance and support are good. Parents agree strongly that the school does a great deal to ensure this. Pupils feel they can easily share problems with staff and know that they are safe and well cared for. Child protection procedures are adhered to and all members of staff have been carefully checked to ensure their suitability. The teachers know the pupils well and therefore provide good support in their academic work. This is especially so for those pupils who have learning difficulties and disabilities. The school has developed some useful systems to track the progress made by pupils but this does not focus on achievement and therefore there isn't sufficient information

available to make precise judgements on the rate of progress pupils make from one year to the next.

## **Leadership and management**

### **Grade: 2**

The school is well led and managed. Good progress has been made since the last inspection in 2001. The school continues to strive to become even better and succeeds in this. The headteacher works closely with the deputy headteacher, all other members of staff, the governing body, the pupils and parents. All make sound contributions towards school. Members of staff contribute well to the formation of the school development plan, although parents, pupils and governors are not fully involved in contributing to this process or in the monitoring and evaluation procedures. For example, pupils' and parents' views are not systematically gathered or assessed and the governors do not closely monitor key actions. Finances are well managed and the school is very much aware of future constraints on the budget as the number of pupils in the school declines. The use of other resources is tightly managed so that they have a good impact on pupils' progress, for example, the effective use of teaching assistants.

**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](http://www.ofsted.gov.uk).**



## Inspection judgements

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

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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 very much for the way you welcomed me into your school during my recent visit. You were all very polite, friendly and respectful. Many of you said how much you enjoyed coming to school and how much you appreciated the efforts of your teachers to make the lessons as interesting as they can. It is a shame that some of you are upset by some name-calling and, although you deal with this well, it would be good if everyone made a big effort to stop this happening. The Pupils' Plan-It represented you all very well at the meeting we had together and it was clear that you are starting to play an important role in helping the school to improve. You are doing such a good job in these important roles that I have asked the school to give you, your parents and governors even more opportunity to help shape the future success of the school.

You are all making good progress in the subjects you do. I was particularly impressed with the progress you make in your reading, writing and science work. Your numeracy skills, particularly in Years 3 to 6, are not as strong, and some of you expressed a dislike for this work. We have therefore asked the school to improve how well you do in mathematics and to help you by making these lessons as interesting and as stimulating as your English lessons.

The school works very well in keeping you safe and it was good to see that you appreciated this. Your teachers make good judgements on how well you are doing and help you to do better. You receive good support from all staff, especially when you are finding the work difficult. The headteacher does a good job leading and managing the school and works very well with the other staff and governors to ensure the school continues to improve at a good rate. To help the school do even better on this we have asked the headteacher to improve the way they follow your progress as you move through the school. This will help to make sure you all make good progress all of the time.

I wish you every success in the future.