

Boyton Community Primary School

Inspection report

Unique Reference Number	111926
Local Authority	Cornwall
Inspection number	325493
Inspection date	21 January 2009
Reporting inspector	Martin James

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	41
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Martin Stanbury
Headteacher	John Gill
Date of previous school inspection	1 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Boyton Launceston PL15 9RJ
Telephone number	01566 772484
Fax number	01566 772484

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is much smaller than most primary schools. Nearly all pupils are from a White British background. The number of pupils eligible for free school meals is below the national average. The proportion of pupils with learning difficulties and/or disabilities is higher than the national average, as is the proportion of pupils with a statement of special educational needs. The Early Years Foundation Stage (EYFS) is integrated into one class with pupils from Years 1 and 2. There is a privately run nursery, The Kingfisher Nursery, on the school site. In recognition of its work the school has been awarded the Investors in People, Healthy Schools, Activemark, Basic Skills and Connecting Classrooms awards.

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. It makes sound provision for its pupils, and so they make steady progress and reach average standards by the time that they leave. It also has some considerable strength in the care and support for individuals, which has a very positive impact on pupils' good personal development.

As a result of the very small and varying numbers joining the EYFS each year, the children's knowledge and skills on entry vary significantly. Typically they are broadly as expected, although they are consistently below that level in language and literacy. Children make satisfactory progress during their time in Reception, and by the end of the year most achieve average standards, although weaknesses remain in literacy skills. Pupils then make satisfactory progress through Years 1 to 6, and by the end of Year 6 they reach broadly average standards, although they perform less well in writing than in other subjects.

The steady progress made by pupils is a direct consequence of satisfactory teaching and a sound curriculum. Teachers relate well to pupils, and teaching assistants are well deployed in supporting pupils. Lessons are well planned for the age ranges present in each class, but limited challenge is sometimes provided for pupils, the more able in particular. The school routinely reviews its curriculum, with a current emphasis being rightly placed on improving pupils' numeracy and, in particular, literacy skills through work in other subjects. There is a good range of visits, visitors and after-school activities that enrich the curriculum.

Pupils really enjoy school and their excellent behaviour and attitudes illustrate this well. They are polite, courteous and welcoming. Care, guidance and support are good overall, but pastoral care is outstanding, with the safety of its pupils being a priority of the school. Parents are overwhelmingly positive about the school, and, for example, one said, 'I am very happy with Boyton School'.

The headteacher and other members of staff are keen to improve the satisfactory provision they presently make for their pupils. Self-evaluation is satisfactory and as a result of this, the differences noted in the performance of boys and girls have been successfully addressed. Governors are fully involved in budget setting and development planning. Good use is made of outside bodies, such as sports teachers and special needs advisers, in supporting the work of the school. Current planning shows a clear awareness of the ways to take the school forward, and, with sound leadership and management, the school demonstrates a satisfactory capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 3

The children are happy in school and their behaviour is excellent. The staff work hard to create a friendly and very caring learning environment, and the children also benefit from the good links that are established with parents. Adults provide the children with a good balance between teacher-led activities and chances for them to choose for themselves. They frequently talk to the children, although occasionally opportunities are missed to encourage the children to respond. A satisfactory range of resources is provided in the classroom, but the limited outdoor resources restrict free-flow activities, although staff and children do the best they can with what is available. The leader uses her knowledge and enthusiasm well in planning activities for the children, and colleagues give her good support in helping them make satisfactory progress.

What the school should do to improve further

- Ensure that teachers consistently provide challenge in the work given to pupils, especially those who are more able.
- Provide more opportunities for pupils to develop their numeracy and, in particular, literacy skills in other subjects of the curriculum.
- Improve the quality of the outdoor facilities in the EYFS, to facilitate their use in all aspects of the curriculum.

A small proportion of schools whose overall effectiveness is judged satisfactory, but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Standards overall are broadly average, and pupils' achievement is satisfactory. Children get off to a sound start in Reception, and by the end of the year they reach average standards overall, although those in literacy are lower. In Years 1 and 2 pupils make satisfactory progress and by the end of Year 2, standards are broadly average. However, pupils do less well in writing than in other subjects.

By the end of Year 6, although the pupils' performance in writing remains lower than in other subjects, overall standards remain average. This represents satisfactory achievement through Years 3 to 6. In 2007, girls in both Year 2 and Year 6 did not perform quite as well as the boys. The school recognised this, and the strategies introduced to address the issue have been successful, with boys and girls now performing equally well. The school makes satisfactory provision for pupils with learning difficulties and/or disabilities, and this is helping them to make steady progress towards their targets.

Personal development and well-being

Grade: 2

Pupils are very polite and friendly, and they freely express their views about their work and school life. They behave exceptionally well and show respect for each other, their teachers and the environment. They enjoy their lessons and show this by their attentiveness and positive work ethic. The school has been proactive in promoting attendance, which is much improved and is now good. Pupils' spiritual, moral, social and cultural development is good overall, although they have a limited understanding of our multicultural society.

Pupils have a good awareness of how to stay healthy. They eat fruit and healthy meals, and they readily take part in physical exercise opportunities, for example 'Wake Up and Go'. They know how to adopt safe practices, such as when using computers. Pupils contribute well to both the school and the wider community, and they participate in a wide range of village and church activities. The school council has been active, for example, in helping to improve the equipment available for the pupils at break-times. Satisfactory progress in literacy and numeracy ensures pupils are adequately prepared for their next stage of education and future life at work.

Quality of provision

Teaching and learning

Grade: 3

Teachers relate well to pupils, and consequently pupils behave very well and are keen to learn. They make pupils aware of what they are learning and why, and this contributes well towards their understanding. Teachers' explanations are clear and they successfully engage pupils' interest. They provide a variety of teaching strategies and approaches, such as the use of interactive whiteboards, which pupils enjoy and which benefit their learning. Teaching assistants make a valuable contribution to pupils' learning because they are usefully deployed, providing good support and advice. Teachers usually involve pupils well in lessons, but on occasions they are provided with little opportunity to talk about their work in front of the class, and consequently further develop and clarify their knowledge and skills. Teachers plan a range of work for the different ages and abilities in their classes. However, they do not always provide work that is challenging enough, for more able pupils in particular, so that their knowledge and skills are not fully extended during the lesson.

Curriculum and other activities

Grade: 3

The curriculum enables pupils to study a broad range of subjects, and this contributes to their satisfactory progress. Good use is made of the school's grounds, as well as the wider area of Boyton, and the recent provision of Italian also benefits pupils' learning. The school recognises that the curriculum overall might be made more interesting and varied, and, as a result, more links are being made between subjects. A particular emphasis is also being placed on the greater use of literacy, to help tackle weaknesses in pupils' writing skills, and numeracy, as they have not always been used adequately in the past. Planning makes careful allowance for the different age groups present in each class and also makes suitable allowance for the needs of pupils with learning difficulties and/or disabilities. However, similar allowance is not always made for the needs of more able pupils. In the EYFS, the activities provided for the children are restricted by the limited outdoor resources available.

The curriculum makes a good contribution to pupils' safe and healthy lifestyles, as well as in developing pupils' personal and social skills. There is a good range of outings, visitors and after-school activities that pupils appreciate and which contribute to their enjoyment of school.

Care, guidance and support

Grade: 2

Adults ensure that there is outstanding pastoral care for the pupils. Staff know the pupils very well and provide them with much personal care and attention. Parents are very appreciative of the way in which the school cares for their children. Safe-guarding procedures are robust, with potential risks properly assessed. Staff ensure that pupils work in a safe and secure environment. Safety checks are rigorously carried out. Pupils are taught about the importance of healthy living, and they are reminded of the need to take care, for instance when carrying out games activities. The links forged with the Nursery successfully prepare children for joining Reception.

Pupils have targets for improving their work, and discussions with them suggest that, whilst some are a little unsure of them, most have a suitable understanding about what they need to do to make their work better. Teachers mark pupils' work regularly and they often add words

of praise and encouragement. However, not all teachers add advice for pupils on how they might improve their work further.

Leadership and management

Grade: 3

The headteacher leads the school with a dedicated and clear commitment to improvement, especially in relation to the progress pupils make. Staff have successfully created a safe and caring environment, and good care is also taken to ensure that no form of discrimination is evident in the school. The school has satisfactory, and improved, systems for finding out how well it is doing, and as a result has accurately identified areas for development. For example, the current focus on developing cross-curricular links, to benefit writing skills in particular, is a suitable priority for the school. However, in judging its overall effectiveness, not enough notice has been taken of the pupils' achievement when coming to a judgement. Community cohesion and pupils' understanding of cultural diversity are developed satisfactorily. There are strong community links both in school and locally, and the school is working to extend these links further through contacts that have been made with schools in Africa and other parts of Britain.

Subject leaders demonstrate a sound understanding of their respective subjects. At present they have limited opportunities to observe lessons in other classes, although plans are in hand for this to happen more frequently as different subjects come up for review. Governance is satisfactory, with a number of governors being new to the role. They are fully involved, for example, in producing the school development plan. They are currently developing their role through a programme of school and classrooms visits. This will allow them to further improve their overall awareness of the school's provision, and enable them to hold the school more readily to account for its overall performance.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	3

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/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	1
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	3

The quality of provision

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

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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

22 January 2009

Dear Pupils,

Boyton Community Primary School, Launceston, Cornwall PL15 9RJ

Thank you for making us so welcome when we came to visit your school. We enjoyed our visit and we enjoyed talking to you. My colleague especially liked talking to the school council, and we really enjoyed joining you in lessons. I am writing to tell you what we found out about the school, what we think is good, and what we think could be made better. Overall, you are in a satisfactory school, where you are making steady progress with your work. The headteacher and other staff know what they need to do to make the school better.

These things are some of the strengths of the school:

- Teachers provide you with lessons which you enjoy.
- Your behaviour and your attitudes to your work are excellent.
- You know about how important it is to eat healthy food and take exercise.
- The staff know you well and take great care of you.
- Your parents are very pleased with the school.

These are things the school has been asked to improve:

- Make sure that you all get work in lessons that suits you and is hard enough for you.
- Provide you with more opportunities to develop your literacy and numeracy skills in the other subjects that you have.
- Provide better outdoor facilities for children in Reception.

You can help, too, by telling your teacher if you think your work is too easy.

We wish you all good luck for the future.

Best wishes,

Martin James

Lead Inspector