

# St Keverne Community Primary School

School Hill[, St Keverne, Cornwall[, TR126NQ

## Inspection dates

9–10 October 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Progress is variable across the school and not enough pupils are making good progress.
- The links between letters and the sounds they make (phonics) are not taught well enough for young children to acquire early reading and writing skills quickly.
- Until very recently there were too many examples of lessons where teaching was not good enough and teachers accepted very little and often poor quality work and provided little challenge to the more-able.
- Typically pupils are not given enough guidance by their teachers on how to improve their work.
- The school has not promoted the importance of attendance with all families so they understand the importance of attending school regularly.

### The school has the following strengths

- The drive of the inspirational headteacher, supported by the governors, has led to recent exceptional improvement in the results achieved by the pupils in year 6. Furthermore, teaching has improved and there are no longer examples of inadequate teaching.
- Pupils feel safe. Relationships between pupils and staff are positive. Pupils are polite and courteous and show consideration for others.
- Staff, pupils and parents are very positive about the remarkable changes that have taken place during the last year. There have been effective changes to the quality of teaching and to the progress children make.

## Information about this inspection

- The inspector visited 10 lessons of which seven were joint observations with either the headteacher or the assistant headteacher.
- Meetings were held with a group of pupils and many other pupils were spoken to during lessons and break times.
- The inspector held meetings with the school leaders including the school business manager.
- The inspector met with Chair of the Governing Body and spoke informally with a number of parents as they brought their children to school. A telephone conversation was held with a representative of the local authority.
- The inspector heard children read and also observed two assemblies, morning playtime and lunch breaks.
- Pupils' work was scrutinised. Particular note was taken of books from the last academic year. Displays around the school were also examined.
- Note was taken of the 11 responses to the staff questionnaire and the 20 responses made to the online questionnaire (Parent View).
- A range of documents were looked at, including the school's data on pupils' progress, lesson planning, the school's checks on how well it is doing, monitoring documentation and the headteacher's action plan. Records relating to behaviour, attendance and safeguarding were also examined.

## Inspection team

Anne Wesley , Lead inspector

Additional Inspector

## Full report

### Information about this school

- St Keverne Community School is a smaller than the average-sized primary school.
- It is federated with Coverack Community School and joined with an additional three in the partnership of schools known as the Keskowethyans Partnership. The schools share one executive headteacher, one assistant headteacher and have one governing body.
- Children in the Early Years Foundation Stage are taught in the same class as pupils in Year 1. There is one other class for Year 2 and Year 3 and another for Year 4, 5 and 6. All three classes are taught by teachers who have joined the school very recently.
- Most pupils are of White British heritage and no pupil is at an early stage of acquiring English.
- A lower than average proportion of pupils are eligible for the pupil premium, which provides additional funding in this school for children of military personnel and for pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those with special educational needs supported at school action is higher than average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The school did not meet the government's floor standards, which set out the minimum expectations for pupils' attainment and progress in 2012.

### What does the school need to do to improve further?

- Improve the quality of teaching to be consistently good or better by:
  - raising teachers' expectations so that pupils increase their output of high quality work
  - consistently using the new marking policy so that pupils know how to improve their work
  - ensuring that there is a suitable brisk pace of learning in all lessons.
- Raise standards and ensure that rates of progress are consistently good throughout the school by:
  - ensuring that assessment is used effectively to plan activities closely matched to pupils' abilities
  - teaching phonics regularly and systematically so that the youngest children are well prepared to learn early reading and writing skills.
- Ensure that all parents understand that their children must attend school regularly by:
  - continuing to raise the importance of regular attendance through all forms of communications that the school has with its families including newsletters and assemblies attended by parents, as well as letters to specific families
  - to consider further ways that might reduce the number of holidays taken in term time.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Standards achieved by pupils over time have not been high enough. The progress made by all groups of pupils has been uneven. Pupils' attainment at the end of Year 2 and Year 6 has been below the national average and although there are some examples of pupils making good progress it has not been consistently good across the school.
- Children enter Reception with skills typical for their age but when pupils enter Key Stage 1 they do not have a sound knowledge of phonics as early reading and writing skills are not developed quickly enough. Assessment information is not always used effectively by teachers and does not always match tasks to the abilities of all children.
- Pupils make mixed progress in Key Stage 1. They enter Year 3 with skills below those expected for their age in reading, writing and mathematics as few make consistently good progress. There was some improvement in standards in reading, writing and mathematics in 2013 due to slightly better progress being made than in previous years.
- The Year 6 attainment at the end of 2012 was below average. There was a marked improvement in 2013 where extremely good progress was made by pupils in Year 6 during the last academic year. For example, twice as many pupils gained the expected level in English and almost three times as many in mathematics. The improvement was as a result of decisive action by the headteacher to ensure improvement, especially in the teaching of mathematics.
- School information, confirmed by inspection evidence shows that attainment is on course to rise further. This is mostly due to new teachers who have much higher expectations of the pupils in their classes.
- Since the beginning of this school year careful assessments are being made of the pupils' skills teachers are beginning to use this information to plan precisely how they can improve the rate of progress for all the pupils in their classes. Older pupils are made aware of their precise levels in both English and mathematics and are given explicit guidance on how to improve their own work and so progress more quickly. As one Year 6 pupil said, 'it tells me in my book exactly what I have to do to get the next level.'
- Very few pupils are eligible for pupil premium funding, there is no gap in their achievement and that of their peers. The money is used for additional hours for teaching assistants to support these pupils as necessary.
- Disabled pupils and those with special educational needs do as well as others in the school and across the country. Some make exceptional progress and this demonstrates that the school promotes equality of opportunity.

### The quality of teaching

### requires improvement

- Teaching has recently improved in the school although, typically, teaching over time has not been good. Teachers do not always have high enough expectations to make sure that pupils produce high quality work and there is not a brisk pace to learning in all lessons.
- There are examples of clear guidance from teachers on how to improve their work, however, this is very new and not yet fully in place for all subjects. Marking in English is better than the marking in mathematics. Pupils say these more detailed comments are useful, for example one pupil said, 'I know how to get to level 4 now'.
- Pupils in Year 1, 2 and 3 do not have secure knowledge of basic reading and writing skills, assessments have been made and teachers are beginning to match their lessons to the pupils' assessed abilities, to ensure that they catch up. In Reception the newest children were absorbed matching objects to numbers as they played in the outside garden. Using a variety of containers and all sorts of resources they successfully showed they knew their numbers to at least ten and some knew them to twenty. They adapted the activity themselves so that they continued counting and matching objects independently, one group competing with each other about who

could hide the most dinosaurs.

- Typically pupils have not produced long pieces of high quality writing. However this is changing and in the Year 4-6 class they were inspired to use the characteristics of persuasive writing they have been learning to write their own adverts for a 'hover-bike'. A short film grabbed their attention and they enthusiastically completed the task well.
- More opportunities have been built into the mathematics curriculum for the pupils to investigate problems and solve puzzles. In the Year 4 to 6 class they worked very well with the teacher to plan their solutions to open-ended puzzles understanding quickly that there was not one right answer and that alternative solutions were acceptable. They were learning strategies which would help them to solve future mathematical problems
- The newly developed curriculum where subjects are linked together works well to inspire the pupils. Year 2 and 3 pupils were very keen to use drama to show how bodies were mummified in Egyptian times. They also gathered a very clear understanding of what makes good historical evidence.
- Both the expertise across the partnership and in school are being used effectively to develop pupils' skills. For example, in an information, communication and technology lesson on programming and control where pupils were using their own laptop computer to create an imaginary world and programming a device to hunt for objects they had hidden there. Pupils were being constantly challenged to add more features or make the search more difficult or even add an extra character. Pupils were working at a level beyond what may normally be expected as they have been taught regularly by an expert used across the Partnership schools.
- Disabled pupils and those with special educational needs are taught well through an effective mix of individual and class support.

### **The behaviour and safety of pupils are good**

- Pupils are always friendly and polite. There is a very welcoming atmosphere throughout the school.
- Pupils say that behaviour is now consistently good, one explained that 'There are lots of new rules but they are child friendly and we know what they mean and they are doing lots of good'.
- Teachers manage pupils' behaviour well using a consistent approach. They create a positive climate for learning and promote pupils' spiritual, moral, social and cultural development effectively. As a result, relationships among pupils are strong and they work very well with one another. Pupils contribute well in lessons and the new teachers take care that the older pupils in the mixed aged classes do not dominate class discussions. It was noticeable in the whole school assembly that the youngest pupils participated as much as the older ones.
- They listen carefully to their teachers and each other. Furthermore, good relations are promoted and any kind of discrimination is not tolerated.
- Pupils develop social skills well partly through the increased responsibilities they have in school, they are looking forward to the School Council elections so that they can express properly what needs doing in the outside area which they say is not as good as inside. They are pleased with the new outdoor equipment which they helped to choose
- The children in the Early Years Foundation Stage who joined the school very recently follow routines well and learn the rules of good behaviour quickly. They are keen to learn and show curiosity and perseverance in exploring their well resourced outdoor area.
- Pupils are aware of the different forms bullying can take. Pupils, parents and staff agree that bullying is very rare. Playtime is a pleasant social occasion when pupils of all ages mix happily together. Adults ensure that all pupils are joining in and are happy in what they are doing.
- The school has focused on improving attendance with a range of initiatives and attendance improved in 2013. However, attendance needs to improve further and the school needs to work more closely with some families to ensure they understand the importance of attending school more regularly.

**The leadership and management are good**

- The headteacher, supported by the governors, has taken decisive action since the last inspection to dramatically raise standards and eliminate inadequacies in the quality of teaching and this has been effective.
  - The headteacher uses a clear systematic method to help the teachers track the progress of individual pupils. This is used rigorously, so individual progress in reading, writing and mathematics is regularly checked and reported on to governors. It is very effective so that dips in performance are being identified earlier and remedial action taken quicker so progress is improving in the school.
  - Following the successful pattern in the partnership schools, targets are set for teachers that are linked well with the progress pupils make and with staff training. The opportunities for staff training are greatly enhanced by working closely within the partnership as teachers can share their expertise and take part in shared training. This has supported improvements in teaching in the school.
  - The executive headteacher and governors work together well to ensure the best use is made of the available resources. As a result an assistant headteacher has been appointed across the partnership and an additional teacher worked in Year 6 last year which had a very positive effect on the progress of that group of pupils.
  - Pupils' learning is enriched by a wide-ranging and interesting curriculum. The enrichments to the curriculum are greater as this school works so well within the partnership of schools. For example visits, performances and music- music making would not be possible without the mutual support.
  - Pupils' spiritual, moral, social and cultural development is promoted well, including ensuring the strong links within the village community are maintained. The head teacher and staff work closely with parents who are particularly pleased with their children's improved attitudes to school and in the refurbished building which makes an attractive learning environment.
  - The school's ethos of care and support, valuing and including all pupils, and promoting their self-esteem and aspirations, ensures that there are equal opportunities for all.
  - The local education provides support to the school leaders by regularly visiting school and checking with the headteacher the programme of improvements. A county advanced skills mathematics teacher worked with the school during 2013 to support improvements in mathematics.
  - The headteacher is currently conducting an audit of PE resources and the 'take-up' of sports clubs across the Partnership schools so that they can use the School Sports Premium grant to maximise the opportunities for sports for all five schools. The plan includes the appointment of a PE specialist. Pupils have benefitted from the sports activities arranged by the local secondary school especially the inter-school competitions
- **The governance of the school:**
- The governors are fully supportive of the school, but also consistently challenge its performance. The governors play an extremely effective role in making staff appointments and promoting staff within the school, and are well aware of performance management and how salary decisions are linked to teachers' performance. They know where underperformance has been tackled in the past. Governors have a thorough understanding of the published performance data on the school and the school's robust system of checking pupils' progress is fully shared with them. They monitor carefully the use of pupil premium funding. The governors are well aware that the pupils entitled to this funding as well as disabled pupils and those with special educational needs now make at least as much progress as the other pupils. Governors take part in many training courses to ensure they are fully up to date with all their areas of responsibility. The governors ensure that all their statutory obligations are fully met including for safeguarding.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	111821
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	426781

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	52
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martha Mita
<b>Headteacher</b>	Tom Harman
<b>Date of previous school inspection</b>	7–8 February 2012
<b>Telephone number</b>	01326 280539
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