

Boskenwyn Community Primary School

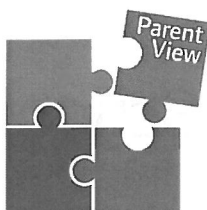
Inspection report

Unique reference number	111826
Local authority	Cornwall
Inspection number	378368
Inspection dates	17–18 May 2012
Lead inspector	Alex Baxter

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	27
Appropriate authority	The governing body
Chair	Brian Toney MBE
Headteacher	Drew Corser
Date of previous school inspection	23 October 2007
School address	Boskenwyn Helston Cornwall TR13 0NG
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Age group	3–11
Inspection date(s)	17–18 May 2012
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Introduction

Inspection team

Alex Baxter

Additional inspector

This inspection was carried out with two days' notice. The inspector visited 10 lessons taught by three teachers and listened to pupils reading. The inspector also observed break times, attended an assembly and held meetings with representatives of the governing body, staff, pupils, and parents and carers. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. He observed the school's work, and looked at plans and policies, records of assessments and the tracking of pupils' progress. The inspector analysed 25 questionnaires completed by parents and carers as well as those returned by 26 pupils and two members of staff.

Information about the school

This school is much smaller than the average-sized primary school. An above-average proportion of pupils are known to be eligible for free school meals. The proportion of pupils supported by school action plus or with a statement of special educational needs is also above the national average, as is the proportion of pupils joining or leaving the school at other than the normal times. Children in the Early Years Foundation Stage are taught in a mixed Reception/Years 1 and 2 class, which has use of additional indoor and outdoor facilities provided since the previous inspection. A part-time pre-school currently catering for five children has recently been established within this class; as it is managed by the governing body, it was included in this inspection. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. The headteacher leads the school for three days each week and an assistant headteacher oversees the school for the remaining two days. The school is part of a larger cooperative of primary and secondary schools.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- Boskenwyn is a good school with an inclusive ethos that strongly promotes pupils' spiritual, moral, social and cultural development. It is not yet outstanding because occasionally there is some inconsistency in the quality of teaching and pupils' progress. Nevertheless, the individual support that each pupil receives from caring staff helps pupils to feel valued and achieve well.
- Attainment is broadly average by the end of Year 6, but a majority of pupils demonstrate good speaking and listening skills. Pupils also make particularly positive progress in reading, attaining average levels of skill by the end of Year 2 and, as they mature, above-average skills by the time they leave the school. However, less-developed handwriting and untidily presented work by some pupils detract from the imaginative quality of their writing.
- The quality of teaching is good, with very supportive relationships underpinning productive learning across the school. As a result, children make a good start in Reception and currently, alongside pre-school children, greatly enjoy exploring the stimulating range of learning opportunities provided for them. The quality of pupils' learning through Years 1 and 2 is enhanced by additional teaching provided this year. At times, progress slows during adult-led sessions when independent learning and challenge are not matched closely enough to pupils' abilities. Pupils sustain their eagerness to learn as they move into the Years 3 to 6 class, where, in response to sharply focused teaching, progress accelerates.
- Pupils' behaviour and safety are good. Pupils say they feel safe and their attitudes to learning are often outstanding, especially during assemblies and practical learning activities.
- The headteacher, well supported by staff and the governing body, leads an effective team approach to monitoring and managing performance, especially teaching. Together, they provide good leadership and management, and sustain continued improvement.

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What does the school need to do to improve further?

- Improve the quality of teaching and learning from good to outstanding by:
 - more consistently matching work and the level of challenge to pupils' abilities
 - sharing and extending the highly effective practice that already exists in the school with regard to developing pupils' independent learning skills.
- By January 2013, improve pupils' handwriting and presentational skills as they move through the school by:
 - modelling and teaching a consistent style of handwriting
 - ensuring that pupils understand the importance of well-presented work.

Main report

Achievement of pupils

Lesson observations, discussions with pupils and scrutiny of work show that pupils make good progress, especially in speaking and listening. Progress in Years 3 to 6 is particularly strong, including in reading. Inspection findings, particularly of the school's supportive learning culture, reflect those expressed by most parents, carers and pupils. Parents and carers especially welcomed the pupils' enjoyment and skills in learning well together.

Children's knowledge, skills and understanding vary considerably on entry to Reception and, more recently, into the pre-school. Most often, skills are below those normally expected, especially in communication, language and literacy. Children make good progress and attainment by the end of Reception is rising. This is because additional teaching for the pre-school is also providing more individual adult attention for other children, especially during practical activities. As a consequence, children are developing good reading, writing and independent learning skills. Close adult support also promotes mostly good learning through Years 1 and 2 and, in particular, is improving pupils' writing skills. At times, though, learning is less effective when there is too much adult-led learning and, even though groups are very small, activities are not always matched closely enough to the pupils' differing abilities.

Apart from the slower development of pupils' handwriting and presentation skills, pupils make consistently good progress through Years 3 to 6. As a result, levels of attainment are broadly average overall and, in English and mathematics, by the end of Year 6. This level of attainment shows good achievement, including by disabled pupils, those who have special educational needs and by pupils known to be eligible for free school meals. Observations of lessons also show that pupils joining other than at the normal time from other schools, including some with limited previous

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schooling, and, increasingly this school year, more-able pupils, also achieve well during their time in this school.

Pupils show a keen interest in books and are eager to learn how to read and enjoy stories. This interest is nurtured well alongside the systematic development of pupils' understanding of letters and sounds (phonics), and results in average levels of attainment by the end of Year 2. As pupils' good progress continues, so gaps between those who find reading difficult and other pupils narrow, bringing attainment in reading to an above-average level by the time pupils leave the school.

Pupils' advancing collaborative and independent learning skills were evident in Years 3 to 6 during 'activity cycle' work, which included using computers to research the Queen's Jubilee, as pupils confidently posed their own questions and enriched their thinking by sharing ideas with each other. Stimulating independent learning was also observed as pre-school and Reception children hunted for coins hidden in sand and, by comparing the differing numbers on the coins, extended their numeracy skills. Such independence, however, is developed less consistently in Years 1 and 2.

Quality of teaching

The quality of teaching is good. Inspection findings are endorsed in the questionnaires, with most parents, carers and pupils agreeing that teaching is good. However, while fun in learning is a highly beneficial feature in both classes, with additional teaching bringing improvement, there are occasions when adults dominate discussions. This weakens the challenge given to individual pupils, and reduces their participation and progress.

Even so, all pupils have good opportunities to reflect about learning objectives, and in most lessons their willingness to respond to teachers' sharp questioning underpins good learning. Typically, very supportive relationships and good management of pupils' behaviour also enhance learning. All adults get to know pupils very well and assess their progress accurately to identify learning objectives relevant to the pupils' needs. For example, during a mathematics lesson in the Years 3 to 6 class, the pupils' understanding of time was thoroughly developed at the right level because each pupil was enthusiastically engaged and challenged by activities that closely matched their ability. Similarly, pre-school and Reception children benefited from a wide range of stimulating play-based learning activities, enhanced by the facilities developed since the previous inspection, all the while closely supported at the right level by adults, for example when choosing to make music with a range of instruments or when moving freely about to share reading books or build sandcastles.

Pupils who are disabled and those with special educational needs are taught well because teachers plan and deploy skilled teaching assistants well to provide effective support. Assemblies include good opportunities for learning and reflection, for example about the Olympic Flame, and thereby promote the pupils' spiritual, moral, social and cultural development very effectively. The wealth of good quality displays

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in all parts of the school reflects the breadth of curricular activities available, especially across the expressive arts and sports, which enrich pupils' learning. In addition, 'working walls' celebrate the pupils' improving literacy and numeracy skills.

All staff give good quality oral advice to help pupils to improve their work. The guidance given by teachers in their marking, also evident this year in the pre-school and Reception children's learning journals, is a supportive feature throughout the school. Written comments for pupils in Years 1 to 6 mostly provide pupils with clear guidance on how to improve, but there is inconsistency in developing pupils' handwriting skill and in modelling how to present work neatly.

Behaviour and safety of pupils

Pupils' behaviour and safety are good because pupils receive close individual support, and this has been the case over time. A few parents/carers with previous concerns about behaviour now acknowledge an improving picture. Inspection observations showed that, while most pupils behave extremely well, a few pupils have complex learning needs or experience circumstances that may make them vulnerable. These pupils need and receive sensitive support in order to behave well. Parents and carers share the staff's commitment to inclusion, appreciate that all pupils are valued members of the school community, and are assured that children are kept safe. One parent summed up these views by writing, 'Both my children feel happy and content at Boskenwyn.'

Pupils also say they feel very safe and welcome the caring support of staff. As one pupil commented, typically reflecting the views of others, 'We are one big family and get extra attention from adults who know us very well.' This view permeates the school with excellent relationships supporting good learning and happy, purposeful play at break times. When asked about bullying, pupils showed good awareness of the various types of bullying, including cyber-bullying and physical and verbal abuse. Pupils confidently stated that, while there is no bullying, should it occur, then staff would deal with it very quickly. Most pupils are attentive in lessons and their eagerness to work collaboratively in group activities makes a strong contribution to their learning. Pupils undertake various responsibilities diligently, such as 'Junior Road Safety Officers'. Attendance is reduced at times by the extended absences of a few pupils. Even so, the school's careful monitoring and support of families ensures that attendance remains broadly in line with the national average.

Leadership and management

The headteacher's very supportive approach and open commitment to team leadership promotes a high level of morale, given that responsibilities are shared by comparatively few staff. Effective self-evaluation is shared fully with the governing body, which, after strengthening systems for monitoring the performance of the school, contributes well to sustained improvement. This year, for example, strategic decisions to join a cooperative of schools, and to open a pre-school and to staff it with an additional teacher, are already extending and enriching learning

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opportunities for pupils. While there is still some variation in the way teachers match activities to pupils' needs, strengths in encouraging pupils' very positive attitudes and speaking and listening skills ensure good progress. The quality of teaching is effectively supported through effective monitoring and professional development.

The governing body and senior staff fulfil their statutory duties well. All the required safeguarding checks and policies, including safe recruitment procedures, underpin pupils' welfare. The pupils' good achievement reflects concerted efforts to overcome previously slower learning, and a determined commitment to inclusion whereby discrimination is eliminated and equality of opportunity is secured. By these means, all pupils, including those who are disabled and those who have special educational needs, are well supported. Pupils' learning continues beyond the classrooms and is enriched is by a stimulating curriculum which includes regular visits, thought-provoking assemblies and various school clubs. Strong promotion of the pupils' spiritual, moral, social and cultural development, expressed in the school's mission statement, 'Learning for Life through Love', places value on pupils' efforts and encourages mutual respect throughout the school.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 May 2012

Dear Pupils

Inspection of Boskenwyn Community Primary School, Helston TR13 0NG

Thank you for welcoming me so warmly during my recent inspection of your school. You were all extremely polite and helpful. Many thanks to the groups of pupils who talked to me so openly; clearly, you enjoy coming to school. Your positive responses in the questionnaire also show that you feel very safe in school and appreciate the help you receive from caring staff. You will be pleased to know that I agree with you, and most of the parents and carers who responded to the questionnaire, that Boskenwyn is a good school.

These are some of the other things I liked most.

- You make good progress, especially in reading, and in speaking and listening.
- Your behaviour is good and many of you work very supportively with each other, for example, during topic work, when using computers and learning outdoors.
- Teaching is good overall because staff know you well, value your ideas, and support and care for you equally.
- Your headteacher, senior staff and members of governing body work well together to make sure that you find learning interesting and do well at school.

To assist the school to improve, I have asked the teachers to support you in making better progress by challenging you more consistently at the right level. In addition, I have asked the teachers to support some of you to improve your handwriting and to present your work in books in a more organised way.

All of you can play your part by trying even harder to record your work more neatly.

Thank you again for being so helpful during the inspection and I wish you every success for the future.

Yours sincerely
Alex Baxter
Lead inspector

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