

Cornwood Church of England Primary School

Inspection report

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|--------------------------------|----------------|
| Unique reference number | 113409 |
| Local authority | Devon |
| Inspection number | 378701 |
| Inspection dates | 1–2 March 2012 |
| Lead inspector | Kevin Jane HMI |

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

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|--|--|
| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 98 |
| Appropriate authority | The governing body |
| Chair | Juliet Hammacott |
| Headteacher | Simon Hall |
| Date of previous school inspection | 15 January 2009 |
| School address | School Lane Cornwood Ivybridge PL21 9PZ |
| Telephone number | 01752 837375 |
| Fax number | No fax |
| Email address | admin@cornwood-primary.devon.sch.uk |

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|---------------------------|----------------|
| Age group | 4–11 |
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Introduction

Inspection team

Kevin Jane

Her Majesty's Inspector

This inspection was carried out with two days' notice. Teaching and learning were observed twice in all but one of the classes, smaller teaching groups were also observed and the inspector heard eight children read. In addition, discussions were held with groups of pupils and parents and carers, two governors, the headteacher, the head of teaching and learning and most teachers. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at information about pupils' performance, the school development plan, minutes of governing body meetings and school policies and curriculum planning documents. In addition, questionnaire responses from 41 parents and carers, 11 staff and 51 pupils were scrutinised.

Information about the school

Cornwood remains smaller than the average-sized primary school serving the village and surrounding area, although it is slightly larger than when it was previously inspected in 2009. Since the previous inspection the school has appointed a new executive headteacher who, together with a single governing body, provides strategic leadership of three schools, known as the Moorsway Federation. The other two schools are subject to separate inspection arrangements. Children in the Early Years Foundation Stage continue to be taught in a mixed-age-group class with Year 1 pupils. The remaining three classes also contain mixed-year groups. The proportion of disabled pupils and those who have special educational needs is just above the national average and all pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is broadly in line with national averages. The school exceeds the current floor standard in English and mathematics, which sets the minimum expectations for attainment and progress. Independent pre-school and after-school clubs operate on the school site but these are not managed by the governing body. The school holds a variety of accredited awards including Arts Mark Silver, Healthy Schools Plus, and Sing Up Silver.

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

- This is a good school serving its pupils well. Pupils make good progress in their academic work and in their personal development. This is because leaders and managers are ambitious that all pupils should succeed, irrespective of ability or circumstance, and pupils’ attainment record over recent years proves that they have been successful. Accurate self-evaluation and good systems to monitor the performance of pupils enable targeted support for those who need it and result in them making good progress.
- The quality of teaching in the school is consistently good. Pupils are thriving on well-structured lessons which serve to motivate them and engage their interest. In particular, the school’s systematic and focused teaching of reading is resulting in above-average standards by the time the pupils leave the school at age 11.
- Pupils are well behaved, feel safe and make a good contribution to the orderly school community. They are polite, courteous and respectful. Incidents of bullying are rare and the school takes any allegations seriously and responds swiftly to them. Concerns expressed by some parents and carers about behaviour are not endorsed by the inspection.
- Strong team work by all staff and governors who are committed to continuous improvement is benefiting pupils through the wider opportunities afforded by the partnership arrangements in the Moorsway Federation. In addition, senior leaders monitor the performance of teachers very well and link the priorities in the school improvement plan with professional development needs in an effective way.
- The school is not outstanding because there is scope for improving the quality of marking of pupils’ work to enable them to know how well they have done and what they need to do next to improve so that all pupils exceed the expected rates of progress in English and mathematics. In addition, planning for progression in knowledge, skills and understanding beyond English and mathematics in the curriculum is limited and requires improvement before it can be regarded as good.

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What does the school need to do to improve further?

- In order to increase the numbers of pupils who exceed the nationally expected rates of progress in English and mathematics relative to their starting points, the school should:
 - ensure that the marking of work in these subjects informs pupils how well they are doing and what they need to do next to improve
 - relate the marking more directly to the individual pupil's curriculum targets and lesson objectives and indicate the level of attainment the pupils are working at and striving for
 - ensure that the match of work to ability is planned for more precisely in whole-class lesson planning.

- In order for topic work in the whole-school curriculum planning framework to be more precisely matched to age groups and abilities in Key Stages 1 and 2:
 - ensure that medium-term planning sets out more progressively the knowledge, skills and understanding to be taught and learned in subjects other than English and mathematics.

Main report

Achievement of pupils

Most pupils start school in the Early Years Foundation Stage with skills below age-related expectations. All pupils make steady progress in their first year with little variation in the areas of learning and by the time they are aged seven, standards in reading, writing and mathematics are broadly in line with national standards. Progress is more rapid in Key Stage 2 and for the last five years, standards in English and mathematics have been significantly higher than those found nationally. The school precisely monitors the progress of all pupils and provides well-targeted, flexible support and intervention, especially in English and mathematics. As a result, all groups of pupils achieve either in line with, or better than, similar groups nationally. This includes boys, girls, disabled pupils, those with special educational needs and those who join the school other than at normal points of entry. Lesson observations and scrutiny of pupil tracking data show that across all ability groups, classes and year groups, significant numbers of pupils make better than expected progress relative to their starting points. This is particularly apparent in reading where, through prioritised attention to this aspect of learning, younger children and older pupils are able to apply their good knowledge of letters and the sounds they make to decode print and read with fluency, expression and enjoyment. The inspection found that parents and carers were right to be very positive in their views about how the school helps to develop their child's development in communication and mathematics.

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Quality of teaching

The quality of teaching observed in the school is consistently good. This accounts for the good progress made by the great majority of pupils but especially pupils with special educational needs. In addition, the school ensures that while academic progress is afforded a high priority, it is not at the expense of the pupils' personal development. A good balance is struck through the curriculum and associated enrichment activity, which provide good opportunities for spiritual, moral, social and cultural development in particular. The views of parents, carers and pupils are also highly positive about the quality of teaching in the school, which were confirmed by inspection observations.

Features accounting for this positive picture include how teachers and other adults use their good subject knowledge to instruct and explain to pupils the work they are required to do. The use of technical vocabulary, for example in English and mathematics lessons, including with the youngest children, helps pupils to acquire the necessary skills, knowledge and understanding in these subjects. Lesson planning includes focused learning objectives, builds on what pupils have learned in previous lessons and provides for interesting and well-structured activities that sustain pupils' interests and motivate them. For example, older pupils responded enthusiastically when interviewing their teacher in role as a Roman soldier to understand the story of Boudicca's revolt; they then applied the information gained in their narrative writing task and so effectively linked their work in history and English. The youngest children, in another example, applied their knowledge to accurately place pictures in alphabetic order and, in independent group activities, extended their skills when set a challenge by a 'French baker' through role play. In these examples, pupils made good gains in their learning in a single lesson because of the teachers' high expectations, levels of challenge and a range of strategies to assess progress. Additional adults provide good support for small groups and individuals through a range of flexible grouping arrangements with good quality, technical expertise, especially in the teaching of reading. This also ensures that all children make at least expected rates of progress in reading, writing and mathematics and many make better than expected rates of progress.

Formally assessed tasks and conferencing with pupils complement the routine lesson assessments and observations undertaken by teachers and support staff. Nevertheless, some marking of pupils' routine work pays insufficient attention to informing pupils how well they have done and what they need to do next to improve. In addition, marking appears unrelated to personal curriculum targets or lesson objectives or levels of attainment. Scrutiny of samples of work in English and mathematics books also reveals that there is sometimes an over-reliance on worksheet material which limits pupils' abilities to be more independent in the presentation of their work. In addition, the planning for matching work to different ability levels in the class lessons is limited overall, though better in mathematics.

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Behaviour and safety of pupils

In lessons and other observations around the school such as playtimes and assembly, the pupils' behaviour is securely good. Evidence drawn from a scrutiny of the school incident logs shows that good behaviour is typical in the school; this is reflected in the very few incidents of bullying and racist incidents recorded. Where incidents occur, swift action is taken and pupils have confidence in using the pupil buddy system, reporting to adults or using the 'talk-about' box, and know that their concerns will be taken seriously. The pupils are polite, courteous and respectful towards each other and adults. This is because there are high expectations of good behaviour in the school and teachers and other adults have good behaviour strategies to manage it. Pupils clearly understand the rewards, incentives and sanctions systems and respond positively to them, such as in the Monkey Maths Challenge. This results in the school operating as an orderly community, where lessons proceed with very little or no disruption because pupils of all ages are expected to, and have, positive attitudes to learning. With this highly positive evidence, it was surprising that a sizeable proportion of those who responded to the parent and carer survey were more negative in their views about good behaviour in the school. However, the inspection found no evidence to suggest that these views had substance and a small number of parents and carers who discussed this particular issue with the inspector strongly refuted any negative perceptions.

The school takes all reasonable steps to ensure that pupils are safe. Lessons and other curriculum opportunities ensure that pupils are taught how to recognise unsafe situations including cyber-bullying and keep themselves safe. Pupils and parents and carers confirm this in their responses to the surveys.

The school day starts efficiently and lessons start punctually. Attendance in recent years has been average, although improved to just above national averages in 2011. Absence rates are typically affected by pupil illness, adverse weather conditions and term-time holidays. The school is active in encouraging and expecting good attendance and monitors this aspect carefully, working well in partnership with external support agencies for isolated cases of poor absence.

Leadership and management

The executive headteacher's time is split evenly between the three schools in the Moorsway Federation during the week, with day-to-day operational management undertaken by a head of teaching and learning. A minority of parents and carers expressed their reservations about these arrangements for Cornwood which were subject to further investigation during the inspection. The inspection found leadership and management arrangements in the school to be securely good. Clear and focused leadership by both senior leaders and governors places raising standards and improving the quality of education at Cornwood at the heart of the drive and ambition for improvement. Indeed, there are clear benefits evident in shared priorities across the Federation, in wider opportunities for pupils, in sharing resources and expertise and in efficiencies. The headteacher is careful to ensure that

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he makes himself visible to parents and carers when on the Cornwood site and extends opportunities for them to come in to school for formal and informal meetings throughout the school year.

The success of the school in providing a good quality of education is evident in the continuing improvement in academic standards. A strong commitment to including all pupils, irrespective of ability or background, is evident. The success of support for pupils with additional needs is proven in the good rates of progress these and the great majority of pupils make both in their academic work and personal development. This demonstrates effective promotion of equality and tackling discrimination. In addition, a strong commitment to team work is evident in the school. Those who hold additional responsibilities lead their areas well and make a good contribution to the leadership of the school, such as the Early Years Foundation Stage and special educational needs coordinator, where significant professional development is benefiting the school. All those who carry additional management responsibilities contribute to accurate self-evaluation and this, together with a good track record in pupil progress, and tangible support and challenge from governors, means that the school has good capacity for further improvement.

Parents, carers, pupils and staff, and the findings of this inspection confirm that arrangements for safeguarding pupils are secure.

The school has made sensible decisions about the configuration of a broad and balanced curriculum which secures coverage of the Early Years Foundation Stage requirements and National Curriculum subjects. This serves to avoid unnecessary repetition as pupils progress through the school and sensibly aligns some subjects into themes and topics for study which motivate and engage the pupils, while other subjects are taught discretely. The curriculum is also enriched by educational visits and visitors to provide broader opportunities for spiritual, moral, social and cultural development and this is evident in the good quality displays around the school. However, the curriculum is more limited by the absence of detailed plans to support the themes and topics in subjects other than English and mathematics which means that the school cannot be sure that progression in knowledge, skills and understanding in most of the subjects of the National Curriculum is secure. For this reason, the curriculum is satisfactory.

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 | 46 | 46 | 8 | 0 |
| Primary schools | 8 | 47 | 40 | 5 |
| Secondary schools | 14 | 38 | 40 | 8 |
| Special schools | 28 | 48 | 20 | 4 |
| Pupil referral units | 15 | 50 | 29 | 5 |
| All schools | 11 | 46 | 38 | 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 2010 to 31 August 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. |
| 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.



5 March 2012

Dear Pupils

Inspection of Cornwood Church of England Primary School, Cornwood, Ivybridge, PL21 9PZ

Dear Pupils

I would like to thank you for being so helpful to me when I visited your school recently. I very much enjoyed talking with you in lessons about your work, how well you are learning and how much you enjoy school. You are clearly proud of your school and I think you are right to be so! My inspection found that Cornwood Church of England Primary is a good school and here are some of the things I was particularly impressed with.

- Mr Hall and Mrs Batten are leading the school well and the other adults are working very hard to make sure that you all have every opportunity to improve in your school work and in your personal development.
- Most of you are now reaching higher standards and making good progress in your school work. Well done! I was impressed by how well you work in lessons.
- Your behaviour in class and around the school is good and you are a credit to your school.
- You work hard in lessons, have positive attitudes and respond well to your teachers who are successful in presenting you with interesting and challenging activities. I particularly enjoyed hearing about the Monkey Maths Challenge.
- You have good opportunities to extend your knowledge and understanding of the world around you and this is helping you to develop as young people. I particularly enjoyed hearing from some of you about the work of the school and how you are making a contribution to improving it, such as the Eco School project.
- You told me that your teachers look after you very well and keep you safe. I agree with you.

To make the school even better I have asked Mr Hall and Mrs Batten and the teachers to ensure that when they mark your work, they tell you more clearly how well you have done and what you need to do next to improve. I have also asked them to make sure that your topic work enables you to improve your knowledge, skills and understanding as you progress through the school in different subjects more precisely. You can help here by maintaining your positive attitudes to school and trying your hardest in your work.

Yours sincerely

Kevin Jane

Her Majesty's Inspector

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