

Camelford Community Primary School

Inspection report

Unique Reference Number	111927
Local Authority	Cornwall
Inspection number	378393
Inspection dates	14–15 September 2011
Reporting inspector	John Cavill

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	255
Appropriate authority	The governing body
Chair	John Phillips
Headteacher	Carol Edleston
Date of previous school inspection	27–28 January 2009
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and observed 11 teachers. They held meetings with governors, local authority representatives, staff and groups of pupils. They observed the school's work, analysed recent evidence on pupils' progress and performance, examined a range of documents, and looked at the school's priorities for development. They also analysed 82 questionnaires returned by parents and carers, as well as those completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively the school is improving pupils' attainment and progress in English and mathematics.
- How effectively the provision at the school, especially teaching and the curriculum, are meeting the needs of all pupils, in particular boys, pupils with special educational needs and/or disabilities, and higher-attaining pupils.
- How effectively leaders at all levels are contributing to the improvement of the school.

Information about the school

Camelford Community Primary School is an average-sized school and moved into new accommodation in September 2010 on an adjoining site to the Secondary School, Leisure Centre and the Children's Centre, all of which are operated independently of the school and under their own management. Pupils live locally and most have attended the Early Years Foundation Stage (EYFS) provision in its Nursery and Reception classes. Most of the children are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is well above average. Most of these additional needs are concerned with personal and social development and speech and language development. A few pupils have complex medical needs. The school houses an Area Resource Base (ARB) unit, which accommodates eight pupils drawn from across Cornwall. The school has the Healthy School Award. The school is currently being led by an acting headteacher during the long-term absence of the substantive headteacher.

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: how good is the school?

1

The school's capacity for sustained improvement

2

Main findings

This is an outstanding school which takes great pride in its exceptionally welcoming and inclusive ethos. The heart of its work is the way that it values each one of its pupils and fully understands them as individuals and equals. It has a vibrant atmosphere and staff are unrelenting in their efforts to help pupils to progress. The impact of the school's statement of intent, that it is rightfully proud of, 'where every person matters', is evident throughout this highly inclusive and cohesive community. Parents value the education their children are getting. One parent summed this up by saying, 'This school is brilliant and the teachers do a fantastic job.' Outstanding care, support and guidance underpin the school's exceptional social values and have an enormous impact on pupils' outstanding personal outcomes.

Pupils report that they are happy and enjoy being at school. They have developed excellent social skills and are caring and respectful. When children join the Nursery they generally have personal, social and emotional skills and communication, language and literacy skills that are lower than the levels that are typical for children of this age. However, these are addressed so effectively by the school's excellent early interventions and outstanding partnership working with the Children's Centre, that the children settle in extremely quickly. They make good and, in many cases, exceptional progress through the Early Years Foundation Stage, with the greatest gains being made in children's personal, social and emotional skills.

Good progress continues throughout the school for all learners, including those with special educational needs and/or disabilities, with some individuals making outstanding progress. As a result, the attainment of pupils by Year 6 has shown improvement and is now at the national average overall. This improvement is accelerating, and the gains identified by the school are supported by the outstanding progress seen in several of the lessons observed by inspectors across the school. However, the attainment and progress of boys is still slightly lower than that of girls, although the gap is rapidly narrowing.

The outstanding outcomes achieved by the school have been made possible by teaching that is of the highest quality. Excellent assessment procedures are used to fully personalise the learning experience for all pupils. This is especially effective where it is adapted to meet the very specific needs of the pupils in the Area Resource Base Unit. The exciting yet challenging curriculum is used flexibly by the staff to ensure it fully engages with all of the pupils, providing them with many memorable experiences, such as a Year 2 lesson in letters and the sounds they make

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(phonics) that involved learning about owls in the school woods.

The senior leadership team promote teamwork in an inspirational way, the staff are thriving and flourishing at the school. Improvements are happening very quickly and the pursuit of excellence is immediately evident in the many aspects of the school's work that are now outstanding. Governors have an understanding of their role and are clearly able to discharge their statutory responsibilities. However, their capacity to monitor the work of the school effectively is underdeveloped.

The senior leadership team has a clear view of what is needed for the continued improvement and development of the school and the whole staff are united in sharing this vision. The process for self-evaluation is rigorous and accurate, correctly identifying the school's strengths and areas for development. Detailed planning for improvement and thorough monitoring of these areas ensure that the school continues to move forward. Consequently, the school's capacity to improve further is good.

What does the school need to do to improve further?

- Build on the work already started to raise the attainment and progress of boys in all subjects.
- Improve the impact of governance by ensuring the governing body monitor all areas of the school rigorously so they can be more influential in determining its strategic direction.

Outcomes for individuals and groups of pupils

1

Pupils enjoy their learning and achieve well. They make good progress from below-average starting points to reach levels of attainment that are broadly in line with the national average by the end of Year 6. Attainment is stronger in mathematics than in English, a discrepancy already identified by the school, and improvement strategies now in place are improving literacy skills, especially for boys. The attainment of higher-attaining pupils has been below national averages at the end of Key Stage 2 in English but inspection evidence of pupils' current work indicates that these weaknesses are being resolved and that these pupils are now progressing much more strongly. Pupils with special educational needs and/or disabilities make good progress overall, with some individual pupils making exceptional progress, reflecting the excellent quality of care and support they receive.

The pupils' personal outcomes are outstanding. They are prepared very well by the school to become socially aware and able to make a very positive impact in the future. The school has been extremely successful in promoting high expectations and good routines so that the school is a safe and welcoming place where pupils' behaviour is exemplary at all times. They demonstrate maturity towards their learning and have adopted high-level workplace skills such as independence and

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team working. They have an extremely strong moral code and are very socially conscious, as exemplified in the sustainability they are building into the 'Fair Trade Club'.

Although attendance is average, it is improving quickly following the successes of strategies to follow up absences with parents and carers implemented recently at the school. Pupils are able to apply their basic skills very securely in lessons, using, for example, the laptops to develop their computer skills in a range of lessons. Pupils are keen to take action to improve their health and this is reflected in the Healthy School award. Pupils are very proud of their school and keen to participate in the range of opportunities that are on offer. They make an exceptional contribution to the wider community and show an excellent understanding of other cultures.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The curriculum is rich and exciting. Highly skilled teachers provide a treasure trove of creative learning opportunities, which have galvanised and enthused staff and pupils alike. Resources are used well by learners and this helps to maintain their interest and has led to rapid progress. As a result of accurate self-evaluation, the curriculum was adjusted to promote English activities that engage boys as effectively as girls. The introduction of boy-focused topic work, together with highly focused intervention programmes, has accelerated boys' progress in English. The school has built strongly upon the 'stage not age' concept first introduced into its Early Years Foundation Stage curriculum to provide pupils with the best possible chance to do well and to

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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ensure learning is meaningful at all times.

Teaching is outstanding. Staff have a passionate and enthusiastic approach to teaching and their high expectations and precise and imaginative preparation ensure pupils achieve well. Lessons are full of ‘awe and wonder’, resulting in pupils’ high level of enjoyment. Assessment pervades the whole learning experience and is fundamental to the school’s efforts to improve progress and target specific needs. Consequently, pupils see it as an integral part of their lessons, understand how to use the ‘Rainbow Feedback’ system the school has developed, and can clearly explain what will be their next steps. This ensures they are able to direct and manage their own learning.

Pupils receive excellent care through the nurturing ethos that exists at the school. In discussions with pupils, the overwhelming majority said they felt adults in the school cared about them. The school has a strong commitment to inclusion, as evident in the outstanding support provided by the Area Resource Base Unit, when pupils are working in mainstream classes and for those within the unit itself. Pupils with special educational needs and/or disabilities receive extremely well-coordinated provision, enabling them to achieve well and feel secure and well supported at school. Interventions are targeted very well to reach the pupils who would benefit the most. Exceptional multi-agency support and partnerships are used at very early stages to ensure that every child is cared for, appropriately supported and guided to do their very best. Work with parents and carers is seen as crucial to promoting learners’ enjoyment of school and, therefore, their progress. A new parent–teacher association has been established and the partnership with the Children’s Centre is exceptional in the support it offers children joining the Nursery.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account:	
The use of assessment to support learning	1
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The school leadership team has high expectations, demonstrates a determination to improve all areas of the school, and ensures all staff feel included and valued. This has resulted in a very high level of staff morale and a commitment to set and implement challenging objectives for key areas of the school’s development to improve outcomes for all pupils. Systems to implement and monitor improvement are embedded and effective. Significant improvement has been achieved in the very short time following the disappointing results in 2010. All members of staff share the vision and strategies for improving the school still further. The leadership team works

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collaboratively with the rest of the staff to monitor and improve teaching, resulting in teaching of the highest quality. Tracking data are used effectively to ensure that all pupils are making enough progress and, if necessary, given extra support, and that all have an equal opportunity to succeed. This has already done much to eliminate differences in pupils’ rates of progress.

The governing body provides adequate support to the school in that it fulfils its statutory requirements. However, the governing body’s monitoring procedures are not rigorous enough to ensure that it is in a strong position to hold the school to account and provide informed direction for its future development.

The staff have established outstanding partnerships with parents and carers and they listen carefully to their views about the school. The school community is very strong because leaders have placed a high priority on fostering this, and the strength of the relationships that exist between staff and parents on a daily basis is exceptional. The outcome of a recent audit indicates that the school’s support for community cohesion is good and rapidly improving.

The school’s procedures to safeguard pupils are very robust. Protecting pupils’ welfare is given the highest priority and procedures to ensure this are outstanding. The school makes highly effective links to engage outside agencies to support their work with pupils and to protect their welfare.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school’s engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

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Early Years Foundation Stage

When children start in the Nursery, their skills are generally below the expected level for their age, particularly in their personal, social and emotional development and their communication, language and literacy skills. Children are prepared very well, with clear expectations and standards resulting in outstanding attitudes and behaviour. They are exceptionally dynamic in their learning, developing high levels of independence, resilience and other personal skills at a very young age. They make exceptionally good progress because staff very accurately assess and monitor their learning, providing tasks and activities that are perfectly tailored to their individual needs. Throughout the Early Years Foundation Stage, children come to school enthusiastic and ready to learn. Children work together extremely harmoniously and are confident to work and play both inside and out. They understand how to keep interested, safe, engaged and happy. They obviously enjoy being at the school very much.

Provision in the Early Years Foundation Stage is outstanding. A fantastic, interesting, welcoming and well-equipped environment successfully reflects most children’s backgrounds and the wider community. The balance of activities initiated by children and those led by adults is very well planned to provide exciting play-based learning. Teachers and other adults have an exceptional knowledge of the learning and development and welfare requirements in the Early Years Foundation Stage that lead to outstanding, and highly effective, teaching and learning. Meticulous planning ensures that all children are suitably challenged by the learning experiences provided. These are perfectly matched to the needs of the children, as a consequence of accurate observations and assessment.

Outstanding leadership, supported by a very committed team in the Early Years Foundation Stage, ensures that all children have the opportunity to achieve as well as they can. There is a highly focused and accurate understanding of the strengths and areas for development, and actions are clearly focused on helping children make the best possible progress in their learning and development. Resources are exceptionally well deployed and the links that exist with external agencies are outstandingly effective. There is very strong engagement with parents and carers that provides outstanding continuity of care for the children. Safeguarding is given a very high priority and children are kept very safe.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

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Views of parents and carers

A very large majority of the responses were positive, with most parents and carers indicating a high level of satisfaction with the work of the school. Almost all parents and carers who completed the questionnaire stated that they thought the school kept their children safe, and nearly all considered that the school cares for their children well. Inspectors found the provision for supporting children's welfare and emotional well-being to be outstanding. A very small minority of parents and carers thought that the school did not do enough to deal with unacceptable behaviour but inspectors concluded that the children's behaviour was outstanding in lessons and around the school. Their mature attitudes and high moral values were a credit to them. A small minority thought that the school was not led and managed effectively. We inspected this carefully and judged, as did the majority of parents, that the leadership and management at the school provided by all staff, and especially the senior leadership team, is now good.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Camelford Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 82 completed questionnaires by the end of the on-site inspection. In total, there are 255 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	62	28	34	1	1	2	2
The school keeps my child safe	56	68	24	29	1	1	0	0
The school informs me about my child’s progress	34	41	41	50	6	7	0	0
My child is making enough progress at this school	38	46	39	48	2	2	1	1
The teaching is good at this school	40	49	35	43	3	4	0	0
The school helps me to support my child’s learning	38	46	36	44	6	7	1	1
The school helps my child to have a healthy lifestyle	31	38	46	56	5	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	35	43	39	48	2	2	1	1
The school meets my child’s particular needs	33	40	42	51	3	4	1	1
The school deals effectively with unacceptable behaviour	26	32	35	43	8	10	1	1
The school takes account of my suggestions and concerns	27	33	49	60	1	1	1	1
The school is led and managed effectively	17	21	39	48	16	20	4	5
Overall, I am happy with my child’s experience at this school	42	51	36	44	2	2	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



16 September 2011

Dear Pupils

Inspection of Camelford Community Primary School, Camelford PL32 9UE

Thank you for welcoming us to your school recently, and for talking to us about your work, telling us what you think of the school and what you enjoy about it. We enjoyed talking to you and would especially like to thank those of you that met with an inspector.

You told us that you thought your school is great and this matches our findings. We think that it is outstanding. We found your school to be exceptionally caring and that it looks after you very well and keeps you safe, and those of you we spoke to think that you are looked after very well too.

A few of you thought that the behaviour was not good at the school, so we made sure that we looked carefully at you working in lessons and playing around the school. We think that your behaviour is outstanding and that this is helping you learn. We noticed that you play together well and you make sure that your friends are safe when you are working together. We especially enjoyed our discussions about your Fair Trade Club that you all are very committed to and are keen to sustain.

We saw that all of you work hard, make good progress and achieve well. We know that your teachers make sure that you have clear targets to work towards and that the teachers are doing an outstanding job making lessons interesting and fun. However, we have noticed that the boys are not getting results that are as good as those of the girls and that many of you are capable of getting higher results in English, so we have asked the school to help you do better. We have also asked the governors to become more involved with the school so they can help the teachers check on your progress and ensure that you achieve the very best.

We really enjoyed coming to your school and hope that you all continue to work hard in your outstanding school!

Yours sincerely

John Cavill
Lead inspector

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