

# Coverack Community Primary School

School Hill, Coverack, Helston, TR12 6SA

**Inspection dates** 23–24 April 2013

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

## Summary of key findings for parents and pupils

### This is a good school.

- Children of Reception age make a good start when they join the school due to stimulating activities and good teaching in the first class.
- Pupils' achievement is good. The headteacher, lead teacher and governors have successfully raised expectations so that pupils make good progress in English and mathematics from the time they enter school.
- Teaching is of a good quality. Teachers plan activities that are interesting so pupils throughout the school want to learn more.
- Pupils are polite and their behaviour is good. They feel safe and well cared for. They welcome the opportunity to talk to visitors about their school and do so with great pride. 'Our school is a very important part of our village.'
- The school promotes a love of reading from the earliest years; all pupils make very good progress in reading.
- Teachers mark books very carefully so that pupils know exactly what they need to do to improve their work.
- Supportive links with the partnership schools have enabled the pupils' learning experiences to be enhanced and given teachers access to a wide variety of extra training opportunities.
- The headteacher, lead teacher and the governing body have a very accurate picture of the school's strengths and weaknesses. They have worked hard to successfully improve teaching and achievement since the previous inspection.

### It is not yet an outstanding school because

- Teaching is not outstanding and does not promote exceptional progress.
- Progress in writing in Key Stage 2 is not as strong as it is in reading and mathematics.
- Occasionally, when all the class is being taught together, the work does not match pupils' different abilities and may be too difficult for some and too easy for others.

## Information about this inspection

- The inspector visited 10 lessons of which five were joint observations with the 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 school staff, including the lead teacher, the school business manager and the teaching assistant responsible for special needs interventions.
- The inspector met with members 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 morning playtime and lunch breaks.
- Pupils' work was scrutinised including the Learning Journeys of the youngest children. Displays around the school were also examined.
- Note was taken of the 13 responses to the staff questionnaire, the 31 responses made to the on-line questionnaire (Parent View) and two additional letters from parents.
- 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, and monitoring documentation, as well as records relating to behaviour, attendance and safeguarding.

## Inspection team

Anne Wesley, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Coverack Community School is a smaller than average sized primary school.
- Since the previous inspection it has federated with St Keverne School and joined with an additional two in the partnership of schools known as the Keskowethyan Partnership. The schools share one executive headteacher and have one governing body. A fifth school has joined the partnership very recently.
- Children in the Early Years Foundation Stage are taught in the same class as pupils in Year 1 and Year 2. There is one other class for all Key Stage 2. However, these pupils are taught by two teachers in the morning, one for Years 3 and 4 and the other for Years 5 and 6. They are all taught together in the afternoon.
- Most pupils are of White British heritage.
- A lower than average proportion (9%) of pupils is eligible for the pupil premium, which provides additional funding in this school for children in local authority care and pupils known to be eligible for free school meals.
- The proportion of pupils with disabilities and special educational needs supported at school action and school action plus is average. The proportion of pupils with a statement of special educational needs is well below average.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching from good to outstanding by:
  - ensuring all lessons are structured carefully so that the needs of all pupils of different ages and abilities are met consistently, so that work is not too hard or too easy
  - challenging all pupils, especially the more able, to take more responsibility for their learning by extending their thinking and working more independently as they move through the school
  - ensuring that there is a suitably brisk pace of learning in all lessons.
- Quicken pupils' progress in writing in Key Stage 2 by:
  - providing more opportunities across the curriculum for the pupils to practise and develop their basic writing skills and the chance to write at greater length
  - helping pupils to improve the quality of handwriting and presentation across all subjects.

## Inspection judgements

### The achievement of pupils

**is good**

- Pupils achieve well and make good progress. Small, fluctuating numbers in the year groups mean that published data need to be interpreted with caution. However, since the previous inspection, the tracking system introduced shows clearly that all pupils are making at least expected progress and many much more than that. Key Stage 1 results in 2012 were significantly better than most schools nationally.
- Children start school with skills that generally match those expected for their age. Very supportive links with parents help children to settle quickly and make a confident start to full-time schooling.
- During their Reception Year, children make good progress, especially in learning the links between letters and the sounds they make (phonics), with the result they are keen to try out their quickly developing writing skills. A piece of paper was thrust at the inspector. 'I wrote you something because I am good at writing.' The little girl knew exactly what it said!
- Throughout the school, teachers put a strong emphasis on developing reading skills, from well planned teaching in Reception, Year 1 and Year 2 to the more advanced skills pupils need to achieve the higher levels at the end of Year 6. Consequently, the progress all pupils make in reading is a strength of the school.
- By the time they leave the school, pupils reach above-average standards in reading, writing and mathematics. Improving rates of progress, especially in reading and mathematics, and increasingly in writing, are enabling more pupils to achieve even higher standards. However, pupils in Key Stage 2 are not yet making the same progress in writing as they do in reading and mathematics.
- The few pupils with disabilities and special educational needs are well supported and make as much progress as their peers.
- The few pupils who benefit from pupil premium funding reach similar levels of attainment to other pupils in the school in English and mathematics. In some cases their attainment is well ahead of others in their class. In addition, the school has taken effective steps to ensure that these pupils are supported in their personal needs. The use made of this funding is checked to ensure it has a positive impact on the learning of the pupils concerned.
- In mathematics, pupils use their sound knowledge of calculations and tables to solve problems confidently. Those capable of more demanding work are given some opportunities to expand their skills and so reach the higher levels by the end of Year 6, but this is not provided regularly enough.

### The quality of teaching

**is good**

- Typically, teaching is good and there are some examples of high-quality practice. For example, in a mathematics lesson Years 5 and 6, the pupils were enthused by the task set based around an extensive array of football shirts. Challenging problems were set and pupils had to draw on their impressive knowledge of calculations and tables to solve them. However, simple mistakes would have been avoided if the pupils were encouraged to present their work more clearly.
- At its best, teaching allows the pupils to make some decisions about their own learning. It is clear from the way topics are started that careful note is being taken of what the pupils know already and where their interests lie. Consequently, some examples of work are exceptionally good, for example when pupils decided that they could entertain an audience with puppets, they made their own and then wrote very interesting play scripts for them.
- Teachers work well and plan carefully using their own assessed needs of the children. Realising the younger pupils had not responded as expected to a literacy lesson, the teacher changed the following one with outstanding results, pupils were then keen to write which they did quickly and

effectively.

- Discussions with pupils and a scrutiny of their work in books also show that teaching has been effective over time. Work is marked well and pupils are given guidance on how they could improve the content of their work. However, expectations of the way the work is presented are not high enough as often presentation does not do the calibre of the work justice.
- Some of the best writing comes when teachers make good links across the range of subjects; for instance, the 'floor books' produced throughout the school for each topic include samples of newspaper reports, play scripts, detailed descriptions and well written stories. At times, however, opportunities to extend pupils' literacy skills further in other subjects are missed.
- Teachers encourage pupils to become very capable speakers, contributing perceptively to class discussions. They carefully reflect before confidently posing their own questions and extending their vocabulary as they do so. However, pupils do not always have enough opportunities to explore, investigate and think for themselves in order to fully develop their skills as independent learners.
- When all Key Stage 2 are taught together the older children can dominate the sessions and occasionally the pace of lessons slows with discussions which become too lengthy.
- Teaching promotes pupils' spiritual, moral, social and cultural development well, for example by encouraging pupils to reflect on how their behaviour can affect other people. They also take steps to widen pupils' view of the world so that the pupils can begin to understand different cultures and beliefs.

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

**are good**

- There is a very welcoming atmosphere throughout the school. Pupils are always friendly and polite. They get on well with each other and with adults. They enjoy school and are keen to learn. They are expected to behave well and they do.
- Teachers manage pupils' behaviour well. 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 and are happy to contribute to lessons and listen carefully to each other. However, a few pupils contribute less and are content to let others take the lead.
- Children in the Early Years Foundation Stage learn the rules of good behaviour quickly. They show maturity as they concentrate and persevere with activities, choose their own resources and make their own decisions about their learning; for example, it was the children's idea that their role play area should become 'a cottage in the wood'.
- Pupils are aware of the different forms bullying can take, and pupils, parents and staff agree that bullying is very rare. Playtime is a pleasant social occasion enjoyed by the pupils who play well together. Lunch times appear like one large family occasion, with older children naturally helping the younger ones. Discrimination of any kind is not tolerated.
- Parents are very supportive of the school, the majority of parents, who responded to Parent View, indicated that the school makes sure pupils are well behaved and deals with the rare incidence of bullying effectively. One parent wrote typically, 'this is an effective nurturing school'.
- Pupils understand potentially harmful situations, including the misuse of the internet and mobile phones. They would know how to act if something seemed dangerous and are secure in the knowledge that help is on hand should they need it. They feel safe.
- The pupils' good attendance reflects their enjoyment of school and the good partnership with parents.

### **The leadership and management**

**are good**

- Since the previous inspection the executive headteacher and the governors have created a stable, sustainable leadership with an ambitious vision for improvement. Leaders and managers

are very clear about the school's strengths and the school's priorities.

- A new pupil progress tracking system is used rigorously so individual progress in reading, writing and mathematics is regularly checked and reported on to governors. It is used effectively. This means that dips in performance are being identified earlier and remedial action taken.
- Senior staff recognise what aspects of teaching work well and what needs improving. It had been noted that in some lessons, for example, the pace of learning was slower than others, so governors made 'pace' the focus of their next round of classroom visits. They are aware that they need to ensure that good teaching is rewarded and underperformance is eliminated.
- 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 of schools as teachers can share their expertise and take part in shared training.
- The executive headteacher and governors work together well to ensure the best use is made of the available resources. This careful imaginative management has resulted in an extra teacher being available each morning so that the large Key Stage 2 class can be taught in two groups. Parents and pupils commented on the benefits. 'Since my child is no longer taught maths with the older ones she has got much more confident and is getting on much more.'
- 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, music making and storytelling days, joint performances, as well as the proposed residential visit to Bude, would not have been 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 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 Authority provides light touch support to the school leaders.
- **The governance of the school:**
  - Governors bring a wealth of experience and expertise to their role. This enables them to challenge the school's work robustly and provide high levels of support. They are the driving force in ensuring that the school benefits fully from belonging to the federation and the Keskowethyan Partnership of schools, particularly in strengthening the position of the school for the future. They are fully engaged in the headteacher's performance management and share the drive for continuous improvement. They ensure that safeguarding procedures meet all requirements and make regular checks around the school site.

## 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>	111822
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	400366

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>	48
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martha Mita
<b>Headteacher</b>	Tom Harman
<b>Date of previous school inspection</b>	23–24 March 2010
<b>Telephone number</b>	01326 280529
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