

# Constantine Primary School

Trebarvah Road, Constantine, Falmouth, TR11 5AG

**Inspection dates** 18–19 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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.

- The achievement of pupils is good throughout the school. It has improved considerably this year. The school has introduced new methods of teaching reading and phonics (letters and the sounds they make) which have led to rapid progress.
- Teaching is consistently good. There is evidence that some teaching is outstanding.
- The achievement of pupils supported through additional funding is similar to that of other pupils. The school has successfully narrowed the gap in achievement between these pupils and their peers.
- The most able pupils are now reaching the higher levels of which they are capable.
- The school's leaders rigorously check the work of the school and quickly take effective action if they see that pupils are not making at least the expected progress.
- Provision for keeping pupils safe is outstanding, with clear policies and procedures which are closely followed. As a result, pupils progress well in a safe learning environment.
- Pupils' behaviour is good, and pupils are respectful and courteous to staff and each other.
- The governing body is knowledgeable, experienced and plays a strong role in supporting school improvement.
- The curriculum is lively and enriched by extensive use of the local environment. It contributes well to the pupils' excellent spiritual, moral, social and cultural development.

### It is not yet an outstanding school because

- Teachers do not always give pupils precise instructions to what is expected of them to be successful in their learning.
- Standards in writing are not as high as they are in reading and mathematics.

## Information about this inspection

- The inspector observed eight lessons or parts of lessons, all of which were carried out jointly with the headteacher.
- She looked at pupils' work in their books and on display throughout the school.
- A wide range of school documentation was examined, including pupil progress information, school improvement plans, minutes of governors' meetings and school self-evaluation.
- In addition, she considered the views of 41 parents who responded to the online questionnaire, Parent View, as well as the views of 10 parents who spoke or wrote to her, and one forwarded telephone message.
- She had lunch with the pupils, spoke to them about a range of school issues, and observed them at play.
- The inspector listened to individual pupils reading during their accelerated reading lessons.
- She also heard pupils singing during their singing assembly and at the lunchtime choir club.
- The inspector held a telephone conversation with a representative of the local authority.
- She met with a group of governors, as well as with a number of the school's leaders including the special educational needs coordinator, mathematics and literacy leaders and the physical education leader. The inspector met frequently with the headteacher throughout the inspection.
- The views of the 14 staff who completed the staff questionnaire were taken into consideration.

## Inspection team

Anne Newall, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a smaller-than-average primary school.
- The proportion of pupils eligible for support from the pupil premium (additional government funding for pupils known to be eligible for free school meals and children in the care of the local authority) is below average.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils with special educational needs supported at school action is above the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below the national average.
- Pupils are taught in mixed age classes from Reception to Year 5. Year 6 pupils are in one class.
- The headteacher is a local leader of education and supports schools locally.
- The number of pupils on roll has risen by almost one third since the last inspection.
- The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress.
- The school does not provide access to any alternative or specialist provision.

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

- Ensure that teachers' instructions are always precise, so that pupils know exactly what is expected of them in every lesson.
- Improve writing further by providing pupils with more opportunities to write at length across a range of subjects.

## Inspection judgements

### The achievement of pupils

is good

- The achievement of pupils at the end of Key Stage 2 is good. It has improved considerably this year in reading and mathematics, with a many pupils making more than the expected progress.
- Consequently, attainment is above the national average in reading, writing and mathematics.
- Attainment of pupils in Key Stage 1 has been similar to the national average since the last inspection, but has also improved this year. There has been an improvement equivalent to an extra term's progress in reading, writing and mathematics compared to last year.
- The improvements found in both Key Stage 1 and Key Stage 2 have taken place because the quality of teaching has improved. In addition, the introduction of structured phonics and accelerated reading programmes has had a good impact upon pupil progress.
- Progress in writing, although improved, is not yet as rapid as in other subjects because pupils are not always challenged to write longer pieces of work across a range of subjects.
- The achievement of pupils with disabilities or special educational needs matches that of other pupils. They make good progress from their individual starting points. The school's actions to support these pupils are effective. Consequently, many no longer need extra support as they progress through school.
- The small number of pupils supported through the pupil premium funding now achieve as well as their classmates in both English and mathematics, and in some cases better. The gap in standards which was evident at the end of Key Stage 2 in 2012 was eradicated last year. This is due to careful use of the pupil premium funding to ensure each eligible pupil is supported in the best way for their individual needs.
- The most able pupils make good progress. An above average proportion reaches the higher levels in the national tests at the end of Year 6.
- Although there are variations over time, children join Reception with skills and abilities broadly as expected for their age. Last year, the proportion reading a good level of development was similar to that found nationally. The proportion reaching a good level of development has greatly increased this year. This is because of improvements in teaching and the curriculum, such as the structured phonics programme and increased use of the outdoors.

### The quality of teaching

is good

- The vast majority of teaching is good, with some that is outstanding.
- The teaching of reading is good. Pupils read confidently, making good use of their comprehension skills. For example, one pupil came across the expression 'Hobson's choice' and when asked what it meant, said 'I haven't a clue.' Reading on, he identified that one character in the book had to choose between two equally unpleasant activities, prompting the pupil to say 'Oh, I get it now. He doesn't want to choose either of them.'
- Phonics is taught accurately, with younger pupils increasingly able to build their reading skills and understand stories. Although this year's screening check has not yet been completed, the school is confident that a higher proportion than last year will reach the standard expected.
- Much teaching is based around the wide range of interesting visits pupils make. For example, a group of pupils in Reception were very proud of the non-fiction books they wrote following their trip to the Helford River the day before. In a Year 3/4 class, pupils writing about their pride in Cornwall produced some excellent work. For example, 'I love Cornwall, the soft warm air washes over my face like waves over pebbles.'
- Teachers often use cross-curricular links to deepen understanding, for example using mathematical skills of measuring and creating graphs during a science lesson on friction.
- Teachers use a range of appropriate methods to check on how well pupils understand a topic, and to help them move on. Teachers know their pupils' abilities well and challenge pupils accordingly, for example urging some to 'use higher level punctuation in your paragraph'.

- Very occasionally pupils do not achieve as well as they should because teachers do not explain their tasks clearly enough for them, and they do not understand exactly what is expected of them.
- Teachers' marking of pupils' work using the 'wow and now' policy is very effective. It helps pupils understand what they have done well and what they need to do next.
- Homework is used well to support learning through a system whereby pupils have a number of different activities, with varying 'value', to be done over the term. Many of the parents spoken to value the element of choice that they have over the timing and selection of activities. One pupil said, 'It's great, you can choose when you do your homework and which activity to do.'
- In every class, well qualified teaching assistants provide valuable support. They do this either working with individuals or groups. Some, who have particular qualifications, teach a specialist subject such as music or French to whole classes.

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

- The behaviour of pupils is good. Pupils are very courteous and respectful towards all adults, and pupils of all ages get along well together. Older pupils relish the numerous leadership opportunities they have, such as play leaders, responsibility for Wake and Shake activities, and librarians.
- Pupils say there is not any name calling or unkindness, and say their teachers and teaching assistants know them well, and 'always look out for us'.
- Pupils told the inspector that bullying 'just doesn't happen here', but are confident that, if it did, any adult in school would help sort it out. Staff are not complacent about this.
- Pupils use computers, netbooks and hand-held devices confidently and have a good understanding of how to keep safe online. They know that sometimes people are bullied on social media and who to report to should it arise. They understand why it is important to keep passwords secure.
- The school has worked hard with parents to improve attendance, which is now above average. This has increased steadily since the last inspection when it was a cause for concern.
- The high attendance reflects pupils' enjoyment of school, and the parents' overwhelmingly positive view that their children are safe, happy and enjoy school.
- The school's policies and procedures for keeping pupils safe are outstanding. Risk assessments are thorough, and for some activities pupils participate in assessing the potential risks. The school encourages pupils to become confident in managing risk through carefully planned adventurous activities including sailing, surfing, coastering and horse riding, amongst many others.
- Governors are closely involved in ensuring pupils' safety through their checking of the school's work, through carrying out their own health and safety visits, and by ensuring the site and buildings are safe and secure.

### **The leadership and management** are good

- The staff and governors share the headteacher's vision. They are united in their determination to give pupils an extensive range of interesting and exciting experiences to enrich learning. As one governor said, 'We help develop well rounded citizens who are well prepared to go out into the world.'
- The school's leaders and managers carefully check the progress of each pupil. They take prompt action when they identify pupils who are not making at least the expected progress to get them back on track. This has ensured that a higher proportion of pupils are now making more than expected progress.
- Subject leaders are highly effective. This is shown by the improvement in reading, which followed the introduction of structured phonics and accelerated reading programmes. Similarly,

although more recently introduced, the new calculation policy has contributed to significantly improved progress in mathematics.

- Leadership of physical education is excellent, and the leader attributes this to the willingness of all staff and many governors and parents to support activities within school as well as out in the community. The sports funding provided by the government has been used well to ensure staff are well trained and resources are available. It is also used to buy into the local sports partnership, giving pupils many opportunities for competitive sport, as well as friendly tournaments.
- The promotion of pupils' spiritual, moral, social and cultural development is outstanding. There is a good range of extra-curricular activities, both sporting and creative. Pupils have the opportunity to go horse riding, surfing and roller skating, amongst many other activities. The choir sings beautifully, and there are many music clubs. Pupils learn about other cultures through the curriculum, as well as by emailing pen friends in New Zealand, and visiting London to experience life in a big city.
- The curriculum is motivating and exciting, with this term's theme Kernow (Cornwall) giving pupils the chance to explore their county's history and geography. Excellent use is made of the local community to benefit pupils, for example learning to sail with the Helford River Sailing Club.
- The school's commitment to equal opportunities ensures that each pupil has the opportunity to participate in the numerous events, with no discrimination. Pupils' independence and resilience are promoted through overnight school camps and residential visits from Year 2 onwards.
- Parents expressed their confidence in the school. They say, 'Staff go the extra mile.' For such a small staff, they provide a huge range of opportunities for the children.' The school has a large number of parent volunteers. The local authority provides light touch support for this school, and uses the expertise of the headteacher to the benefit of local schools.
- **The governance of the school:**
  - The governors are experienced, have wide ranging skills, and are regular visitors to school as well as volunteers on trips and residential visits. They are closely focused on improving achievement. They want to ensure that pupils are confident and creative, and have the required academic standards to succeed in the next steps of their education. Governors have a good understanding of pupil premium funding and participate in decision making about how it will be spent, to ensure value for money. They closely check on the progress of the pupils who benefit from it. Governors analyse pupil progress information thoroughly and ask increasingly challenging questions about standards. They relate their knowledge of the quality of teaching to teachers' performance management and understand the link between pupil progress and teachers' pay progression. Governors conscientiously fulfil their statutory duties relating to safeguarding, including health and safety issues and child protection.

## 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>	111830
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	439548

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>	Maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	147
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Margaret Scott
<b>Headteacher</b>	Liz Brand
<b>Date of previous school inspection</b>	3 June 2009
<b>Telephone number</b>	01326 340554
<b>Fax number</b>	01326 340554
<b>Email address</b>	<a href="mailto:secretary@constantine.cornwall.sch.uk">secretary@constantine.cornwall.sch.uk</a>



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

