

Cordwalles Junior School

Berkshire Road, Old Dean Estate, Camberley, Surrey GU15 4DR

Inspection dates

10–11 January 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- All leaders have high aspirations for pupils' achievement. As a result of these expectations, pupils are making good progress across the curriculum.
- The headteacher has extended delegation of leadership throughout the school. Consequently, changes that improve pupils' learning happen quickly.
- The academy trust has worked collaboratively with school leaders. This has provided valuable additional expertise to develop the school's plans to improve.
- Parents are positive about the school. They value the openness of staff and the encouraging atmosphere that prevails.
- The most able pupils make good progress. Teachers set challenging work that extends pupils' learning effectively.
- Pupils' behaviour is good. This is because all staff have high expectations and ensure that unacceptable behaviour is dealt with fairly and consistently.
- Safeguarding is effective. There is a strong ethos throughout the school for keeping pupils safe, and ensuring that all aspects of safeguarding are carried out with rigour and determination.
- The pupil premium is spent effectively. Leaders champion disadvantaged pupils and provide support to ensure that they achieve well.
- Teachers often plan inspirational lessons that fire the imaginations of pupils. In English, exciting themes draw pupils in and ensure that they achieve consistently well in their writing.
- The school website does not currently make available all the information that academies should publish. Leaders rightly recognise the need to update the site properly.
- Leaders have brought about significant change that has had a positive impact on pupils' achievements. However, they do not use pupils' progress information well enough to analyse fully the impact they have had.
- Provision for pupils who have special educational needs and/or disabilities is improving. However, there is still more to do to ensure that all these pupils achieve and attend school as well as they can.
- Some important changes have been made to the mathematics curriculum. This work is not yet complete. As a result, on occasion, tasks are not always well matched to pupils' needs.
- Last year, pupils' achievement at the end of key stage 2 in reading and mathematics was disappointing. Leaders have made changes and pupils are now making good progress in these subjects. However, achievement is not yet as strong in reading and mathematics as it is in writing.

Full report

What does the school need to do to improve further?

- Strengthen leadership and management by:
 - ensuring that the school website meets the requirements of Department for Education (DfE) guidance for what academies should publish online
 - making sure that leaders measure the success of their work by analysing its impact on pupils' outcomes
 - improving the attendance of pupils who have special educational needs and/or disabilities.
- Further increase pupils' progress in reading and mathematics so that it matches that of writing, by:
 - refining provision for pupils who have special educational needs and/or disabilities so that the needs of all these pupils are more closely met
 - developing the mathematics curriculum so that pupils' understanding of the subject deepens
 - ensuring that tasks in mathematics are well matched to pupils' learning needs.

Inspection judgements

Effectiveness of leadership and management

Good

- Everyone at Cordwalles Junior School has high aspirations for pupils. The staff strive to ensure that all pupils achieve their full potential and are well placed for their next steps in education. The new headteacher, together with the deputy headteacher, has set an aspirational tone for the school and put an end to a long period of instability. As a result, the causes of disappointing results in the 2016 national curriculum tests have been addressed successfully and pupils across the school are now making good progress.
- The headteacher has quickly galvanised the wider staffing team of the school. Leadership is shared widely and the different skills and talents of individual teachers are nurtured and developed. Leaders' strategies to enable staff 'to make the difference' have brought about important changes to the school. For example, the English leader has been empowered to take greater responsibility for developing the reading curriculum. As a result, an increasing proportion of pupils are reaching the expectations for their age in reading. However, leaders are not yet using pupils' progress information to analyse fully the impact of this work on improving pupils' learning.
- The academy trust has supported ongoing improvements effectively. They have worked alongside the headteacher to analyse quickly the school's strengths and weaknesses. With this collaborative approach, they have supported the development of appropriate plans to make the right improvements to the curriculum.
- Leaders are committed to improving the skills and knowledge of teachers and staff. This is achieved through appropriate appraisal and performance management. Leaders support this with effective training, often provided from expertise within the school and wider trust, but also from outside organisations. For example, the training which staff have completed on improving the teaching of writing has helped them to strengthen pupils' progress further.
- Middle leaders contribute effectively to the success of the school. For example, the physical education leader has made improvements, including achieving the Silver Sports Mark and developing competitive sports, all of which have motivated pupils to become more active. As a result, the additional government funding for sports has been spent effectively.
- The pupil premium is well spent. Leaders have a strong grasp of the unique challenges faced by Cordwalles' disadvantaged pupils and know how to support them effectively. They ensure that they track very precisely the progress these pupils make, and provide them with appropriate support to ensure that disadvantaged pupils are currently achieving as well as their classmates.
- Pupils' spiritual, moral, social and cultural development is promoted well. As a result, they are prepared effectively for life in modern Britain. Pupils learn about different cultures and traditions, and the recent Diwali celebrations held at school are a good example of this. Pupils are largely considerate, respectful and tolerant of each other.
- The curriculum includes a wide range of scientific, sporting and musical opportunities that are lively, exciting and motivating for pupils. Teachers with specific expertise, such

as in music and French, help to deepen pupils' knowledge. Clubs such as choir, drama and dance and other wider opportunities support this. Consequently, pupils make good progress across the curriculum.

- Leaders have rightly identified the need to make changes to the mathematics curriculum. Teachers have had some training, and new resources and teaching materials are in place. Pupils are beginning to benefit from opportunities to solve more mathematical problems. Nevertheless, this work is not complete and has not yet consistently had a strongly impact on pupils' learning.
- The new inclusion manager has started to make incisive changes to provision for pupils who have special educational needs and/or disabilities. For example, the introduction of support in phonics for older pupils and new, more-appropriate reading resources is helping some pupils to learn better. However, this work is ongoing and pupils with special educational needs and/or disabilities do not all currently make the progress they need to.
- Parents value the school. Several commented to inspectors that staff are approachable and quick to resolve any concerns they might have. One parent noted recent changes, stating, 'I have seen a vast improvement in how the school is managed.' Another said, 'It's a beautiful school which encourages children to be the best they can be.'

Governance of the school

- Governors are passionate about the school. They have played an integral role in developing relevant plans to help improve the school and check leaders' progress against actions. This determination has helped to ensure that appropriate change happens at pace.
- Governors are effective in using progress information to monitor how well pupils achieve. They keep close scrutiny of the progress of different groups of pupils, including the disadvantaged, and champion on their behalf. When appropriate, they do not shy away from holding leaders to account.
- Governors make effective use of training and support available to them through the academy trust. They value this support and appreciate how it has made them more effective.
- Governors have not yet ensured that the school's website complies with current guidance. Nevertheless, they carry out their wider statutory duties well.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders are unrelenting in their determination to keep pupils safe and have created a strong safeguarding culture that permeates the school. Leaders keep detailed and accurate records of any safeguarding concerns they have. They are particularly mindful to keep this information secure and confidential. As a result, all aspects of safeguarding are rigorous and thorough.
- Staff receive regular training on a range of topics, such as the school's duty to prevent radicalisation. Everyone is fully aware of their responsibilities and they all know what they need to do to act in the best interests of pupils.
- Leaders work fiercely to ensure that vulnerable children are served well, working

closely and effectively with outside agencies when necessary. This includes challenging other professionals so that they take the right actions at the right time.

Quality of teaching, learning and assessment

Good

- Teachers usually plan lessons that inspire pupils to learn. Interesting topics like 'Australia' and 'RMS Titanic' are used to spark pupils' imaginations. In one lesson, pupils were writing poems about the first world war and one composed the line, 'long gone, so strong, beneath the lifeless trenches'. Pupils develop their writing skills effectively and achieve consistently well in this subject.
- Teachers set work that is appropriately challenging. Consequently, pupils, including the most able, make good progress.
- Teachers have good subject knowledge that they use to plan appropriate lessons and activities. As a result, pupils make good progress in a range of subjects. For example, in a music lesson pupils were able to master the concepts of pitch, beat and rhythm because of the teacher's skilful explanations.
- Staff use effective questioning to develop pupils' knowledge and understanding. Teachers are adept at drilling down into what pupils know, and use this to tackle any misunderstandings or misconceptions. In the best examples, teachers set challenging questions that ensure that the most able pupils grapple with more difficult concepts.
- Teaching assistants support pupils' learning effectively. They receive appropriate training and work collaboratively with teachers. Teaching assistants understand what they need to do to help pupils learn and make a positive impact on pupils' progress.
- There is a strong emphasis on developing pupils' reading skills. New books have been bought for pupils, and the library is well used. Teachers monitor what books pupils are reading, and have forged links with a published author, who visits termly to help inspire pupils to read. As a result, current pupils make good progress in reading, and enjoy reading for pleasure.
- The school has developed new teaching spaces that are having a positive impact on pupils' learning. For example, the new science laboratory is well equipped and is used effectively to extend pupils' scientific knowledge. The new music and drama room also enables pupils to engage in creative lessons, and pupils stated how much they enjoyed practising and performing the recent Christmas production. Consequently, pupils achieve well in a range of subjects.
- Occasionally, planned activities in mathematics do not match well enough to pupils' learning needs and their progress slows, particularly for middle- and lower-ability pupils. This is because teachers are developing their understanding of the new mathematics curriculum.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school is a caring community. Pupils are polite, friendly and welcoming. They

follow the good example set by the school staff and look after and support each other well. As one pupil stated, 'Teachers tell us to cheer each other on!'

- Pupils know how to keep themselves safe. The school supports pupils to develop skills in the safe use of social media through appropriate lessons and visits from external safety advisors. For example, some Year 6 boys were able to explain the dangers of playing games on their mobile phones in public. Pupils therefore develop good personal safety skills and can identify a range of threats, including those from road traffic and online dangers.
- Pupils enjoy taking on extra responsibilities. They are sensible and work hard in roles such as sports leaders or as representatives on the 'pupil parliament'. They relish these opportunities, which enable them to shine and grow as model citizens.
- Pupils say that incidents of bullying are rare, but on the occasions that it does happen the situations are managed well. Whenever there is a concern, staff take immediate action to resolve issues, working supportively and fairly. Pupils say that they are confident that there is always someone available to help.

Behaviour

- The behaviour of pupils is good.
- Teachers have high expectations for pupils' behaviour and deliver a consistent message about what is, and is not, acceptable. They keep accurate records of all reports of poor behaviour, which indicate that such incidents have reduced over time. They use this information to help improve pupils' behaviour further, for example through the way the playground is zoned for different games, and developing the role of 'pupil play leader' to help organise playtime activities for other pupils.
- Pupils who have challenging behaviour receive appropriate support. This has enabled them to improve their behaviour. As a result, the atmosphere in school is calm and orderly.
- In the majority of classes pupils listen carefully and work hard. This enables them to learn quickly and make good progress. On occasion, when tasks are too easy or too difficult some pupils sometimes lose focus.
- Pupils' attendance is similar to the national average. Leaders provide effective challenge and support to families of pupils with higher rates of absence. Consequently, rates of absence for these pupils are falling. Attendance for children who have special educational needs and/or disabilities, and those who are disadvantaged, is improving and is now much closer to, although remaining below, the national average.

Outcomes for pupils

Good

- The most able pupils are suitably challenged to ensure that they make good progress. These pupils often work at a greater academic depth, particularly in mathematics, where work is carefully matched to their ability. Those working at the higher levels enjoy this greater level of challenge and thrive as a result.
- Writing is a relative strength at Cordwalles because teachers use their strong knowledge of this subject to enable pupils to make good progress from their starting points. In all year groups pupils are making their best rates of progress in writing.

- Pupils who speak English as an additional language are achieving better than their peers, particularly as they progress through the school. Leaders ensure that they have the additional support and guidance they need to make good progress.
- In last year's national curriculum tests disadvantaged pupils did not do as well as they should. Nevertheless, current pupils are making much better progress because they receive appropriate support. In some year groups, disadvantaged pupils are now achieving better than their classmates.
- Pupils' work throughout the school shows that they are making good progress and are well prepared when moving on to secondary school. Progress in a wider range of subjects, including in music and sport, contributes well to their good outcomes.
- Pupils who have special educational needs and/or disabilities typically do not make as much progress as their peers. There are early signs that progress for these pupils is improving. This is because school leaders are taking decisive action to provide support that is closely matched to pupils' needs.
- Achievement in reading and mathematics in 2016 national tests was not as strong as it was in 2015. Current progress information shows that pupils now make good progress in reading and mathematics. Leaders have made some effective changes to the curriculum. However, this work is ongoing, particularly in mathematics, and pupils' progress in these subjects does not yet match their achievement in writing.

School details

Unique reference number	140349
Local authority	Surrey
Inspection number	10019854

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

Type of school	Junior
School category	Academy sponsor-led
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	Academy trust
Chair	Mrs Jane Smith
Headteacher	Claire-Louise West
Telephone number	01276 23298
Website	www.cordwalles.org
Email address	info@cordwalles.org
Date of previous inspection	Not previously inspected

Information about this school

- Cordwalles is smaller than the average-sized junior school.
- The majority of pupils are White British and others come from a range of different ethnic backgrounds. The proportion who speak English as an additional language is below average.
- The proportion of disadvantaged pupils is above the national average. This group represents about half of the pupils in the school.
- The proportion of pupils who have special educational needs and/or disabilities is above average. The proportion of pupils who have an education, health and care plan is also above average.
- Cordwalles Junior School became an academy in December 2013 when it was sponsored by the Glyn Learning Foundation.
- The school meets the government's current floor standards. These set the minimum expectations for pupils' learning and progress.

- The school provides a breakfast club for pupils.
- The school does not meet requirements on the publication of information about the most recent key stage 2 results on its website.
- The school does not comply with DfE guidance on what academies should publish about the curriculum, pupil premium, special educational needs and the public sector equality duty.

Information about this inspection

- Inspectors observed pupils learning in all classes, spoke to pupils and looked at work in their exercise books. Some visits to lessons were conducted jointly with the headteacher.
- Meetings were held with senior leaders, middle leaders, a group of pupils, four members of the governing body, three representatives from the Glyn Learning Foundation and a representative from the local authority.
- Inspectors spoke to parents on the playground and took into account 16 responses, including written comments, to the Ofsted online questionnaire (Parent View). They also considered 20 responses to the staff questionnaire.
- A range of documents were looked at including the school's information about pupils' achievement, records of governing body minutes and reports from the trust, and records concerning pupils' attendance, behaviour and safety.

Inspection team

Dom Cook, lead inspector

Her Majesty's Inspector

Caroline Dulon

Her Majesty's Inspector

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