

West Cornforth Primary School

High Street, West Cornforth, Ferryhill, County Durham DL17 9HP

Inspection dates

6–7 November 2018

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- Teachers are very knowledgeable. They plan and deliver work that matches pupils' needs and interests highly effectively. Teaching assistants are skilled and deployed very successfully. Consequently, over time, teaching has resulted in excellent outcomes for pupils across the school.
- Pupils make exceptional progress across the curriculum. By the end of key stage 2, pupils' progress in reading, writing and mathematics is substantially better than that found nationally. Similarly, the proportions of Year 6 pupils attaining the expected and higher standards in English grammar, punctuation and spelling are much higher than the national averages.
- Key stage 1 pupils' attainment of the expected standard in reading, writing and mathematics is far higher than the national averages in these subjects.
- Well-structured and skilled teaching of phonics in early years and key stage 1 ensures that, by the end of Year 1, pupils have very strong phonics knowledge. The proportion of Year 1 pupils achieving the expected standard has been above the national average for the last three years.
- Strong leadership ensures high-quality teaching and an interesting curriculum in early years. As a result, from starting school as two-year-olds, then moving through Nursery and Reception, children make a 'flying start' to their education.
- Since her appointment, the headteacher has 'set the bar high' for expectations in all areas of the school. The team of senior leaders and middle leaders works highly effectively to drive improvement. They check meticulously for the impact of their actions.
- Governors have a wide range of expertise which they draw upon effectively. They visit school regularly to meet with leaders, staff and pupils. As a result, they have a detailed understanding of the school's priorities and the community the school serves.
- Personal development, behaviour and welfare are a major strength. The rich curriculum and the opportunities for responsibility and enterprise develop pupils' citizenship qualities and widen their horizons. Staff expectations and modelling of behaviour ensure that pupils' behaviour is exemplary.

Full report

What does the school need to do to improve further?

- Leaders and staff should continue their unremitting drive for improvement by:
 - developing further the teaching of reasoning in mathematics and increasing the proportions of pupils who achieve the higher standard or greater depth by the end of key stage 2 and key stage 1, respectively
 - embedding plans to implement the development of the history and geography curriculums to enhance pupils' knowledge and understanding in these subjects.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The headteacher and team of senior and middle leaders have established a highly ambitious culture where 'only the best' is acceptable in the drive to improve pupils' academic outcomes and personal development. Consequently, from children starting the school as two-year-olds, they make exceptional progress throughout their time in school. The safe, caring and nurturing culture created by staff enables pupils to thrive.
- Leaders check meticulously to identify where further improvements are required. They regularly monitor the quality of teaching and put in place relevant training for staff to ensure that there is continuous improvement. Teachers who are new to the profession receive strong support to enable them to make a positive start to their careers. Leaders have an outward-looking approach. They actively seek initiatives or networks which link to the school's priorities. This ensures that leaders and staff continue to improve the curriculum, the quality of teaching and pupils' outcomes.
- The deputy headteacher, who is the subject leader for mathematics, has an insightful understanding of the priorities for improving the teaching of mathematics further. She checks the effect of the mathematics curriculum and the quality of teaching thoroughly. As a result, pupils make exceptional progress in mathematics and their overall attainment is high. The deputy headteacher has now rightly focused her attention on embedding the teaching of reasoning in mathematics and increasing further the proportions of pupils achieving the higher standard by the end of Year 2 and Year 6.
- The subject leader for English has implemented a range of strategies to greatly improve the quality of teaching in reading and writing. The approaches to using good-quality texts for teaching reading and writing – complemented by interesting visitors, such as poets and drama groups – are highly motivational and have a positive impact on pupils' outcomes in English. Leaders' focus on improvement continues and the school is about to engage in a project to develop pupils' journalism skills.
- The phonics leader, who is also the early years leader, provides regular phonics training for staff and checks that this is having a positive impact. She provides an excellent model for phonics teaching. Her strong leadership in this area has greatly improved the quality of phonics teaching and pupils' outcomes across early years and key stage 1.
- The special educational needs coordinator (SENCo) has ensured that extremely well-tailored plans for pupils with special educational needs and/or disabilities (SEND) are in place. Staff ensure that provision in classrooms matches the needs of these pupils. Consequently, pupils with SEND make very strong progress throughout the school. By the time they leave Year 6, pupils' progress is often well above that found for other pupils nationally. The SENCo ensures regular parental involvement with plans. Leaders use additional SEND funding to very good effect.
- The curriculum is broad, balanced and highly engaging. There is specialist teaching for physical education (PE) and art, which strengthens pupils' learning further. As a result, pupils quickly develop their knowledge and understanding in all subject areas. However, leaders are not complacent and have recently revised the curriculum to ensure that it is improved further. Staff have received specific training in curriculum

design for history and geography. Reviews of books and discussions with pupils show that this is deepening their knowledge and understanding in these subjects. These relatively new approaches are not fully embedded. However, leaders' plans are in place to ensure a successful rollout across this academic year.

- Pupils are exceptionally well prepared for life in modern Britain. The school's curriculum, visits and visitors ensure that pupils have a good understanding of world faiths. Recent work with older pupils has deepened their understanding of the diversity of people in society. As a result, pupils demonstrate very mature qualities of tolerance and understanding.
- Spiritual, moral, social and cultural development is interwoven into the life of the school. Pupils are highly enthused by interesting visitors and visits within – and beyond – the community. This both widens their horizons and raises their self-esteem. For example, pupils could describe how a visiting poet had encouraged them to write poetry and to present their work to an audience. Enterprise activities develop pupils' entrepreneurial skills, help them to understand how to budget and help to raise funds for educational visits.
- Leaders use pupil premium funding extremely effectively. By the end of key stage 2, disadvantaged pupils' progress in reading, writing and mathematics is substantially higher than other pupils nationally. In key stage 1, disadvantaged pupils' attainment is improving and the proportions working at the expected standards are above the national averages. This funding is also well targeted to support pupils' personal development, behaviour and welfare. Governors hold leaders robustly to account for the positive impact of this spending.
- The leader for PE has developed a highly motivational programme which is well matched to pupils' needs. He has astutely taken consideration of the views of pupils in adapting his plans to ensure that all pupils engage in activities. Very detailed monitoring of the impact of the spending of this funding ensures that governors and senior leaders are well informed. Consequently, the PE and sport premium funding has a very positive effect on pupils' PE development, their participation in competitive sports and their development of healthy lifestyles.

Governance of the school

- Governors have a wide range of expertise and they take a very active role in holding leaders to account. They have a clear understanding of the school's priorities and the community the school serves. Link governors assigned to a range of roles regularly visit the school and meet with leaders and talk to pupils to check their views. Governors often work alongside leaders completing monitoring activities, such as reviews of the quality of pupils' work. The safeguarding governor collaborates with the headteacher to audit safeguarding arrangements.
- Governors' detailed knowledge of the school ensures that they provide strong challenge and support to leaders. They also keep a watchful eye on additional funding – such as the pupil premium funding – to ensure that it is spent to great effect.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders, staff and governors give the highest priority to keeping pupils safe and there is a strong culture of safeguarding across the school. Leaders complete careful safeguarding checks for all staff, governors and volunteers. Staff receive regular and appropriate training so they know the school's procedures and how to keep pupils safe. Documentation is well maintained and the school's online records enable effective organisation and analysis of safeguarding information.
- Leaders and staff ensure that vulnerable pupils and their families are well supported, including through Early Help where required. Links with other agencies are well managed. Leaders respond promptly and in a determined fashion to any safeguarding concerns. All parents and carers who completed the Ofsted survey, Parent View, agreed that their child feels safe and happy at this school.

Quality of teaching, learning and assessment

Outstanding

- High-quality teaching in the school ensures that pupils achieve extremely well over time. Staff, including teaching assistants, provide prompt support to prevent pupils from falling behind.
- Leaders and staff have high expectations of what pupils can achieve. Pupils are motivated and keen to learn. They seek to access more challenging work which will deepen their learning.
- Relationships in lessons are very positive. Adults use questioning astutely and sensitively to check pupils' learning. They are quick to address any misconceptions or to reshape teaching to meet the emerging understanding of pupils in lessons. Equally, pupils work together very well or in a highly independent and well-focused fashion.
- Teachers emphasise the use of specific vocabulary and insist that pupils use this in explanations of their learning. This is clear, both in teachers' discussions with pupils and in the subject-specific language used across the curriculum. It is evident in pupils' books.
- Phonics teaching is systematic and well matched to pupils' needs from the early years and across key stage 1. Pupils make superb use of phonics in both their reading and writing.
- Teachers make excellent use of good-quality texts to motivate pupils to write interesting work across a range of styles. Pupils' love of reading, their vocabulary and comprehension all develop very well because of this approach. This work is complemented by active drama workshops and visitors, such as poets. As a result, pupils' confidence in writing and presenting their work comes on in 'leaps and bounds'.
- The teaching of mathematics is strong. Pupils use practical, pictorial and written methods proficiently. Sometimes, opportunities to develop the mathematical reasoning skills of lower-attaining and middle-attaining pupils are not fully embedded. This is the current focus for the mathematics leader, who is providing training for staff in this aspect.

- Teachers who are at the start of their careers – or those who need some support to maintain the school’s high teaching standards – have regular coaching from leaders. Leaders check regularly to ensure that this has a positive impact on pupils’ learning.
- The effect of the high-quality teaching of art is evident in pupils’ work on display. Leaders have ensured that each pupil has at least one piece of work exhibited in school. This work shows clear progression of art knowledge and techniques.
- Science teaching provides pupils with deep knowledge and opportunities to apply subject knowledge from other subjects, such as mathematics. In history and geography, pupils gain strong knowledge and understanding. However, links between pupils’ history and geography knowledge over time are not fully developed.
- Teachers make very effective use of feedback in line with the school’s policy. Opportunities for pupils to embed knowledge are regularly provided. Teaching assistants work effectively with small groups or individuals in the afternoons to swiftly address pupils’ misconceptions or gaps in knowledge evident in morning lessons.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school’s work to promote pupils’ personal development and welfare is outstanding.
- A wide range of roles and responsibilities – such as sports ambassadors, playground buddies, e-cadets and school councillors – help pupils to develop responsibility and to contribute to school life and the wider community. Leaders – including governors – actively seek the views of pupils and use these to feed into school improvement plans and actions.
- Pupils have an extremely well-developed understanding of the diversity of people in society. Teaching ensures that pupils develop qualities of tolerance and understanding in lessons and assemblies. Staff have received specific training in challenging homophobic bullying. This ensures that they have greater expertise for developing pupils’ understanding of equality and preparing pupils to be responsible citizens.
- Pupils have a well-developed understanding of the different forms that bullying can take. Pupils identified that, while bullying did sometimes take place, this was rare, and they are confident that staff deal with incidents well. The school’s records confirm that staff take this seriously and promptly respond any incidents.
- The school curriculum, the range of extra-curricular activities and the breakfast and after-school clubs all superbly support pupils’ physical and emotional development. Nurture sessions provide additional support for pupils where required. ‘Buddy’ – the school’s nurture dog – fulfils a number of roles, such as growing pupils’ confidence, addressing their anxieties and teaching them how to care for others.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils' behaviour in lessons and conduct around the school are exemplary. Pupils understand the school's behaviour expectations well and respond well to the online reward system.
- Playtimes are happy, lively occasions. Pupils engage in a range of active games or socialise with friends. Staff keep a close eye for any pupils who need some support and encourage them to join in with others. Healthy snacks are available and encourage pupils to adopt a healthy lifestyle.
- Pupils enjoy school and understand the importance of good attendance and punctuality. Leaders and staff present a determined and supportive approach to ensuring that pupils have high attendance levels. Consequently, the levels of attendance are above the national average and levels of persistent absence are low.

Outcomes for pupils

Outstanding

- Pupils consistently make exceptional progress across a range of subjects, including English and mathematics.
- Current pupils' progress in a wide range of subjects, including English and mathematics, is substantial and sustained. This is clearly evident in pupils' work in books and on display around the school. The school's pupil progress records and discussions with pupils demonstrate pupils' exceptional progress and learning over time.
- Over the last two years, pupils' progress by the end of Year 6 has been well above the national averages for reading and writing. Similarly, in mathematics, their progress has been at least above the national average. The proportions of Year 6 pupils who attain at the expected standards in reading, writing and mathematics are substantially higher than the averages found nationally. While the proportions of pupils reaching the higher standards in reading and writing are very close to the national averages, there is more of a difference between the school's results in mathematics and the national average in this measure.
- By the end of Year 6, pupils' attainment is very high in English grammar, punctuation and spelling and in science. The school's results are much higher than the national averages in these subjects.
- Disadvantaged pupils make excellent progress. Over the last two years, their progress by the end of key stage 2 has been generally much higher than other pupils nationally in reading, writing and mathematics. By the end of key stage 1, the proportions of disadvantaged pupils reaching the expected levels in reading, writing and mathematics have improved and are above the national averages. Similarly, the proportions achieving greater depth in these subjects have improved, although the school's results in this measure are below the national averages.
- Detailed support plans and well-matched provision ensure that pupils with SEND make, consistently, very strong progress. By the end of Year 6, the progress of these pupils is well above the progress of others nationally in reading, writing and mathematics.

- Where lower-attaining pupils access intervention programmes, they catch up quickly. For example, in mathematics, pupils receiving additional support show accelerated learning which brings their numeracy knowledge to age-related expectations or above.
- The proportion of pupils achieving the expected standard in the Year 1 phonics screening check has been consistently above the national average for the last three years. In 2018, the school's Year 1 results were considerably higher than the national average. By the end of Year 2, almost all pupils achieve the expected standard.
- Pupils read widely and regularly. Support in school – such as the homework club and 'drop-in' sessions – helps pupils with homework, including reading, where required.
- By the end of Year 6, pupils' attainment in English, mathematics and science is very high. Consequently, pupils are exceptionally well prepared for starting secondary school.

Early years provision

Outstanding

- The leader for early years is unstinting in her drive for improvement. Along with the early years staff, she has established a nurturing learning environment where children thrive both academically and socially.
- Provision for two-year-olds quickly helps children to develop high levels of independence and positive attitudes to learning. Staff expectations and effective modelling enable children to promptly settle into routines and engage in activities. This provision supports their learning across a wide range of areas and is helping children to be much better prepared to move into Nursery.
- Nevertheless, children generally start in the early years with skills and abilities that are often below typical for their age, particularly in personal, social and emotional development, and communication skills. From their starting points, children make rapid progress in both Nursery and Reception. As a result, the proportion of children achieving a good level of development has been above the national average for the last three years. Many children also continue their learning and exceed a good level of development. As a result, most children are well prepared for starting Year 1.
- The quality of teaching across early years is exceptional. Staff plan teaching – in both adult-led sessions and when children choose activities – which is carefully matched to children's learning needs and interests. Discussions and astute questioning of children when they are choosing activities ensure that learning opportunities are maximised.
- Additional funding to improve disadvantaged children's progress is well targeted at appropriate areas, such as improving children's communication skills and learning opportunities in the outdoor classroom. As a result, these children progress quickly from their starting points. The proportion of disadvantaged children achieving a good level of development is close to the national average.
- From starting their time in school, staff provide children with clear guidance and support to help them improve their independence and develop socially and emotionally. Consequently, children settle in quickly, cooperate well and develop caring approaches towards one another.
- Partnerships with parents and other agencies are very strong. Staff engage and

communicate effectively with parents and encourage parents to join them for learning activities with their children. This helps parents to know more ways to support their children with learning at home. Links with other agencies ensure that children receive support – such as speech therapy – where required.

- Children feel safe and secure in this caring environment. Staff ensure that safeguarding has a high priority and that all welfare requirements are met.

School details

Unique reference number	114079
Local authority	Durham
Inspection number	10053763

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

Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	214
Appropriate authority	The governing body
Chair	Dennis Ramsey
Headteacher	Jill Hodgson
Telephone number	01740 654 315
Website	www.westcornforth.durham.sch.uk
Email address	p2370.admin@durhamlearning.net
Date of previous inspection	January 2018

Information about this school

- The school is smaller than the average-sized primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils eligible for the pupil premium funding is well above that found nationally.
- The proportion of pupils receiving support for SEND is similar to that found nationally.
- The proportion of pupils with an education, health and care plan is below that found nationally.

Information about this inspection

- Inspectors observed learning in 20 lessons and parts of lessons. The deputy headteacher joined the lead inspector for four of the observations in lessons.
- Meetings were held with the headteacher, the deputy headteacher, the subject leaders for English and mathematics, the leader of early years and the SENCo.
- The lead inspector met with four governors and reviewed documents relating to the work of the governing body.
- Inspectors observed pupils' behaviour around school and reviewed the school's promotion of pupils' spiritual, moral, social and cultural development. The inspectors observed pupils in the playground and around school.
- Six pupils from Year 2 and Year 6 read their reading books to inspectors and discussed how the school supported their reading development.
- A representative group of pupils from key stage 1 and key stage 2 discussed their opinions about the school and their learning with the inspectors.
- Inspectors took account of 12 responses to Ofsted's online parent survey, Parent View, and six free-text responses from parents. An inspector met with a number of parents at the beginning and end of the school day. There were no responses to the staff or pupil questionnaires.
- Inspectors observed the school's work and looked at a number of documents, including information about pupils' achievement, the school's evaluation of its own performance and its development plans. They reviewed records of behaviour and attendance, and information relating to safeguarding. The inspectors scrutinised samples of pupils' work in their books across a wide range of curriculum areas. They also reviewed pupils' work in other curriculum areas – such as art – by considering the work on display around the school.

Inspection team

Michael Reeves, lead inspector

Her Majesty's Inspector

Dawn Foster

Ofsted Inspector

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

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

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, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2018