



Camelford Community Primary School

Inspection Report

Unique Reference Number 111927
LEA Cornwall
Inspection number 278812
Inspection dates 15 March 2006 to 16 March 2006
Reporting inspector Pauline Robins HMI

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

Type of school	Primary	School address	Highfield Road
School category	Community		Camelford
Age range of pupils	3 to 11		Cornwall PL32 9QZ
Gender of pupils	Mixed	Telephone number	01840 212376
Number on roll	230	Fax number	01840 212376
Appropriate authority	The governing body	Chair of governors	Mr John Phillips
Date of previous inspection	22 January 2001	Headteacher	Mrs Sue Miner

Age group 3 to 11	Inspection dates 15 March 2006 - 16 March 2006	Inspection number 278812
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector.

Description of the school

Camelford is an averaged sized primary school with a nursery and an Area Resource Base (class 10). It is situated in an area of high social deprivation. The percentage of pupils who have learning difficulties or disabilities is above the national average, as is the number of pupils who have a statement of special educational need. This is in part because of the number of pupils placed in the Area Resource Base (ARB) who have complex learning needs. The majority of pupils come from White British backgrounds and there are no pupils who speak English as an additional language. The number of pupils joining or leaving the school other than at the normal times is above average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The overall effectiveness of the school is satisfactory and it provides satisfactory value for money. However, there is good capacity to improve further as is evidenced by the developments which have taken place in the past two years. Parents are strongly supportive of the school and the majority of concerns expressed were about issues which the school has successfully resolved. The school is accurate in its assessment of its strengths and weaknesses.

The improvement in the pupils' behaviour and in their attitudes to learning has contributed to a calm school ethos; one where teachers are able to teach and create a caring, safe environment. The school has experienced a period of turmoil in the recent past which has impacted on the capacity of senior managers to lead and monitor the school consistently. There has been insufficient time available to monitor the consistency of teaching and learning. They recognise this and are taking steps to be less 'hands on' and more strategic in their working practice.

The quality and standards in the Foundation Stage are good. From a low base line, the children make good progress and enjoy a smooth transition into Year 1. Pupils continue to do well in Key Stage 1 where there is a trend of improving standards and progress. However, although standards at the end of Key Stage 2 are average, the school acknowledges that these pupils could be achieving even more. English has already been identified as a key area for development, particularly the need to raise the achievement of boys who are performing less well than the girls in this subject.

What the school should do to improve further

- Raise standards and increase progress in English at Key Stage 2, particularly for boys.
- Monitor teaching and learning to ensure that the quality of teaching is consistent.
- Devote more senior management team time to strategic planning which clearly focuses on improving outcomes for pupils.

Achievement and standards

Grade: 3

Pupils make satisfactory progress overall. When they start in the nursery their attainment is below what is typical for their age. By the time they leave the Foundation Stage they have made good progress and most are on course to reach the goals expected for their age. Standards in Key Stage 1 have improved over the last few years and are now broadly in line with the national average.

At the end of Key Stage 2, standards are average but tend to fluctuate year to year in mathematics and science, when compared to national averages. Standards in English have improved over the past three years.

Overall progress is satisfactory. Having made good progress at Key Stage 1, the rate of progress at Key Stage 2 is not as rapid and this is recognized by the school. They have made a good analysis of the data available and rightly identified that one issue is that boys are progressing less well than girls, especially in writing.

Pupils with learning difficulties and disabilities in the main school make satisfactory progress overall and those in the ARB often make good progress.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Behaviour and attitudes in classrooms and within lessons are good. Pupils approach visitors with questions and greetings politely and have a genuine interest in why they are visiting the school. In lessons they are attentive and keen to learn and enjoy learning. There are very good relationships between the adults and pupils and between the pupils themselves, particularly in the empathetic support the mainstream pupils give to the pupils in class 10. The system of rewards for good work and behaviour is understood and valued by pupils and celebrated in assemblies. The pupils know that their opinions are listened to and have the opportunity to take an active part in the development of the school through the school council. The pupil mediators are also recognised as having a positive impact and support their peers at times of crisis.

The pupils have a good sense of how to stay healthy and understand the importance of eating a balanced diet and taking regular exercise. There is good attendance at after school sports activities and a programme of sports coaching supplements the school curriculum. The school takes the Every Child Matters agenda very seriously and is working hard to implement all aspects of it.

Spiritual, moral, social and cultural development is good. The pupils have a strong sense of right and wrong which is evident in the themes for assembly. Throughout the school, there are many examples of the links which have been made to other countries, particularly the 'Kenyan Garden'.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory with a number of examples of good practice. Strategies to manage the behaviour of pupils are consistently applied and ensure the pupils are attentive and keen to learn. As a result, an appropriate climate for learning has been established. Where teaching is good, the teachers are enthusiastic and employ effective strategies to engage the pupils in their learning. They are clear in their instructions and continually draw pupils back to the focus of the lesson. Where teaching is less good, the teachers do not always have the confidence to increase the pace of lessons and challenge pupils, at all levels, to reach higher standards. There are missed opportunities to extend the pupils' learning by asking open ended questions and

demanding full and reflective responses and in some lessons pupils are too passive. Assessment data is satisfactory; it is extensive and made readily available to the teachers. This information is being used to support the planning of lessons and set targets for pupils. It is not yet used consistently but the school recognises this and is taking the right action to improve matters.

The school is reviewing the deployment of its valued support staff. This will ensure that appropriate support is well targeted to match the needs of pupils.

Provision for pupils in the Area Resource Base is good. The good team work and clear focus on learning are enabling these pupils to make good progress and integrate, when appropriate, into the mainstream school.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. The school recognises that it needs to build on this basic framework and is putting in place cross-curricular approaches. These approaches are in the early stages of development, but are beginning to provide more opportunities for learning through first-hand experience. Provision for information and communication technology (ICT) has been greatly improved since the last inspection. There are a number of extra curricular activities which enhance the pupils' learning and enjoyment. However, the pupils tell us that they would like the opportunity to participate in more than one activity.

In subjects such as mathematics, pupils are learning the basic skills which will help them both in secondary school and into future employment. The school is doing a particularly good job in instilling the social skills necessary for successful transition to adulthood.

Care, guidance and support

Grade: 2

The care, guidance and support that the school gives to its pupils are good and this judgment is in line with the school's own assessment of its provision.

Staff look after the pupils very well and foster positive relationships. Pupils are encouraged to speak about worries and problems. The school's procedures for child protection are effective and known to the staff who receive regular updates and training. Health and safety procedures are also in place and risk assessments carried out.

Support for pupils who have difficulties with behaviour is good. The strenuous efforts the staff have made to improve behaviour has had a positive impact on the quality of relationships and on the ethos of the school.

The school has made good progress in improving the process of assessing the progress of pupils. Systems for identifying and tracking pupils' learning, including those with learning difficulties and disabilities, are satisfactory. The school's focus is now to use its systems for checking on pupils' progress effectively to raise standards further.

When new pupils join the school they are helped by both staff and pupils to settle in happily. Speedy assessment and effective induction procedures enable any support to be put into place quickly; this is important for a school which has a high level of pupil mobility.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher knows the direction in which she needs to take the school and recognises that a need to continue to focus on teaching and learning. She is ably supported by a strong senior management team. They work well together and know the strengths and weaknesses of the school. Any major areas of concern have been tackled over the past two years and therefore there are no significant weaknesses. The quality of the school's self-assessment is satisfactory.

There are good systems in place to support effective classroom management. As a result, the school is calm and the pupils' attitudes to learning are positive. This is a firm basis from which the school can now look to raise standards and expectations. Other systems, such as the procedures for assessment, are in place and sound. Over the past two years, leadership has, by necessity, been pragmatically reactive to certain situations. As a result, the headteacher has undertaken a heavy teaching commitment and been taken away from her strategic role. The senior managers have recognised this and are beginning to take a step back. They know, and are acting upon, the weaknesses in the monitoring and evaluation at whole school level which has not been sufficiently consistent.

Governance is good. The governors are committed to the school and very supportive of the headteacher, who keeps them well informed. They have a wealth of valuable experience. They recognise the areas for development in the school and understand the need to hold the school to account. There are recognised systems in place to monitor the school through governors' visits to classes and subject areas. This information is regularly fed back to the full governing body.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you so much for the lovely welcome you gave to Mr Capel and me when we came to visit your school recently. We really enjoyed our time in Camelford. Several of you came up and told us about your school, but a special thank you to those pupils who talked to me on the second day. They were a credit to your school.

Your teachers have worked hard with you to improve behaviour. We were impressed by your politeness around the school and the way you listen in lessons. We also found that you are very kind and helpful to each other, particularly when some of the pupils in class 10 need a helping hand. All the staff work hard to make Camelford a school where you are well cared for and feel there is always someone to talk to if there is a problem.

We think that Camelford is a school that will become even better over the next year. However, that depends on the pupils as well as the staff, so make sure your behaviour stays good and you try really hard in lessons.

We have asked Mrs Miner and the teachers to do some things as well:

Help you to improve your work in English at Key Stage 2, particularly the boys.

Make sure that teachers keep looking at ways to make their teaching even better, so that you continue to enjoy your learning and do really well.

Make sure that the teachers who are in charge of the school have the time to plan for the future.

We wish you good luck for the future.