



Cornwood Church of England Primary School

Inspection Report

Unique Reference Number 113409
LEA Devon
Inspection number 279165
Inspection dates 6 December 2005 to 6 December 2005
Reporting inspector Martin Kerly RISP

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

Type of school	Primary	School address	School Lane
School category	Voluntary controlled		Cornwood
Age range of pupils	4 to 11		Ivybridge, Devon PL21 9PZ
Gender of pupils	Mixed	Telephone number	01752 837375
Number on roll	102	Fax number	01752 837375
Appropriate authority	The governing body	Chair of governors	Mrs Anita Donne
Date of previous inspection	6 June 2000	Headteacher	Mrs Sandra Higdon

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Introduction

The inspection was carried out by a team of two Additional Inspectors.

Description of the school

Numbers have fallen significantly since the last inspection because of external factors. They have now stabilised and are expected to rise again. The school reduced from five to three mixed-age classes with the loss of two teachers. The headteacher teaches a class for half of the week. Almost all pupils are from White British families; together they represent an exceptionally wide range of socio-economic backgrounds and abilities. They live in the village of Cornwood and the surrounding rural area.

The proportion of pupils with learning difficulties and disabilities is close to the national average. There are three pupils with statements of special educational need; this is more than normally found in a school of this size.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school and it provides good value for money.

It is well placed to continue the good improvements made since the last inspection despite recent reductions in pupils, classes and teachers. The headteacher gives clear direction and sets high expectations. She has effective systems for checking the school's performance and the school accurately judged itself to be good before the inspection. In the revised staffing structure, individual roles in the monitoring and evaluation processes, and their associated training needs, have yet to be clarified in order to widen responsibility for monitoring and evaluation. Good teaching in all classes leads to good achievement by pupils of all abilities during their time in school. Pupils arrive with broadly average levels of ability, but by the end of Year 6 they attain standards above the national average in English, mathematics and science. Pupils' personal development is good, as is the care and guidance received from all adults, especially towards those with complex needs and learning difficulties. Pupils enjoy the wide range of activities planned by teachers and the extensive range of stimulating experiences beyond the classroom except in the reception year. Here the inadequate outdoor provision limits the children's range of activities and experiences. Nevertheless, standards of children in the reception year are in line with national expectations. They are taught well and make good progress, especially in personal, social and emotional development and language skills.

What the school should do to improve further

- Within the new staffing structure, clarify the responsibility of individual members of staff in monitoring and evaluating the work of the school and determine their associated training needs.
- Implement the plan to improve outdoor provision in the reception year.

Achievement and standards

Grade: 2

Pupils of all abilities make good progress. Children entering the reception year have widely varying levels of skills which fluctuate from year to year, given the small numbers in each year group. Collectively, their abilities are broadly in line with those found nationally. Whilst some are above, a significant proportion are below national expectations in personal, social and emotional development and language and literacy skills.

By the end of Year 2, standards are in line with national expectations in reading, writing, mathematics and science, and by the end of Year 6, standards are significantly above the national average in English, mathematics and science. This is a major improvement since the last inspection. In the most recent national tests, attainment by the Year 6 pupils was exceptionally high, with all achieving the nationally expected levels in all three core subjects and over half exceeding these levels. Almost all pupils

achieve their challenging targets, and these are regularly revised upwards. The pupils currently in Years 2 and 6 are achieving well. Those in Year 2 are on course to exceed the standards attained in Year 2 last year, and those in Year 6 are expected to maintain above average-standards in 2006. Pupils with learning difficulties and physical disabilities make good progress as a result of very effective provision, and those with profound and complex difficulties achieve very well.

Personal development and well-being

Grade: 2

Pupils' personal development is good and some aspects are excellent. In reception, children achieve well in personal, social and emotional development and this is built on successfully through the rest of the school. Pupils behave well in lessons and usually behave well around the complex school site. They are keen to gain points in the various reward systems, including those run during lunchtimes.

Older pupils support younger ones in the playground through the buddy system and train as playground leaders. They report feeling safe and are aware of how to care for one another. Many take on responsibilities around the school and represent the school in a range of local events. The work of the school council is developing but pupils are not clear about its role.

Pupils' spiritual, moral and social development are all good. The school works effectively to develop their cultural development, extending their awareness of contemporary Britain beyond their relatively isolated rural community. The pupils' awareness of physical fitness and healthy lifestyles is excellent. They participate keenly in a very wide range of sporting activities of high quality and have responded enthusiastically to the new-style healthy school meals. They enjoy their lessons.

Overall attendance is satisfactory but the attendance of almost all is good. Improved access to computers since the last inspection has helped to develop useful skills for the next stage in their education.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good in all classes. The teachers have adjusted well to the changed class structures, and use revised curriculum plans effectively to ensure work is interesting. It is usually, but not always, matched well to the different ability groups in each class. All the teachers have established good relationships with their pupils, enabling a purposeful working atmosphere. The well-trained teaching assistants are central to the teaching team and deployed well, ensuring, for example, that the reception children receive adult support in the class they share with Year 1 and 2 pupils. However, the reception children's learning outside the new classroom is restricted by the inadequate outdoor provision. Teaching assistants work effectively with small groups and individuals. Much of this work is with the most vulnerable pupils

and those with learning difficulties. These pupils learn well as a result of exceptionally well coordinated support, including that from outside agencies. More able pupils are also identified and often given challenging extension work.

There are good assessment and recording procedures throughout the school during lessons and at the end of units of work. Teachers mark work carefully and provide clear guidance on how to improve. Pupils know about their challenging targets, which are shared with parents through the home link books.

Curriculum and other activities

Grade: 2

The reception year curriculum is well planned and provision in the recently built classroom is good. Outdoor provision for these children remains inadequate, with few resources and little use of this area, limiting the children's range of experiences and enjoyment in learning. The governors have detailed plans to address this very soon.

The curriculum for Years 1 to 6 has improved since the last inspection and is now good. Curriculum plans have been carefully revised as the number of classes has declined to retain breadth and progression, minimising omissions and repetition. Physical education is a particular strength, with a high proportion of time given to daily activities for all classes and participation in many sporting activities beyond the school day, some being supported by the local sports college.

Teachers make good links between subjects. Opportunities for writing, previously a weakness, are well developed in other subjects, for example, using computers to write letters to Caesar in history and writing instructions for orienteering over Dartmoor. Pupils experience many stimulating activities, including a residential visit in Year 6, visitors to the school and special events such as next term's Africa Week and a wide range of clubs after school. Recent building improvements have strengthened curriculum provision, in particular the new computer suite, additional classroom and food technology area.

Care, guidance and support

Grade: 2

All pupils spend up to three years in one class and consequently are very well known by the staff. This contributes to the overall very effective individual care, support and guidance and excellent provision for the most vulnerable pupils, enabling them to participate fully in school life. This provision is supported by particularly effective partnerships with outside agencies. There are good procedures for child protection and health and safety arrangements, including staff training. Governors have worked effectively to improve security and car parking arrangements around the school. There are effective systems for tracking pupils' progress and establishing their short-term targets, which are regularly shared with parents.

Leadership and management

Grade: 2

Good leadership and management, particularly by the headteacher, successfully promote the good academic and personal development of all pupils. The headteacher works hard as a class teacher and leader and has maintained a clear focus on improvement at a time of falling rolls and the loss of experienced senior staff. The provision for pupils with learning difficulties and physical disabilities is very well co-ordinated.

The school has effective systems for checking on its performance which include systematic monitoring of teaching and detailed analyses of pupils' performance data tracking the progress of pupils. These help provide the school with its accurate view of strengths and the few relative weaknesses. A revised staffing structure has been designed to reflect the smaller team. However, individual roles within monitoring and evaluation processes, and the associated training needs, have yet to be clarified in order to widen responsibility for these processes beyond the headteacher. The school has made good improvement in almost all those areas previously reported as weak and has maintained the previous strengths. It is in a good position to improve further and has an effective school improvement plan which takes account of parents' and pupils' views.

The governors are led effectively by an experienced chair. They fulfil their statutory responsibilities well, have improved the buildings and worked conscientiously to deal with some contentious issues related to falling rolls. They provide good support and satisfactory systems for holding the school to account.

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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?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	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	3	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	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	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	2	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

Cornwood Church of England Primary School School Lane Cornwood Ivybridge Devon PL21 9PZ

16 December 2005

Dear Children

As you probably remember, a team of two inspectors visited your school recently to find out how well the school is doing. Thank you for making us so very welcome. We thoroughly enjoyed talking to you and seeing some of your work.

I am pleased to say that, for lots of reasons, we decided that Cornwood C E Primary School is a good school. Here are some of the most important things that we found to be good:

- You all work hard in your lessons and reach good standards in English, mathematics and science.
- Your teachers plan lots of interesting activities and make sure your work is not too hard or too easy.
- You behave well in lessons and care for each other around the school.
- The school provides lots of extra activities, clubs and visits to different places.
- Everyone who works in the school helps to care for you, especially when you have problems and need extra support.
- Your headteacher works very hard to make sure the school is a good place and is becoming even better.

We have asked the headteacher, staff and governors to work together on improving two things:

- The ways different members of staff share the task of keeping a check on how well the school is doing.
- The range of things the reception children have to do in the area outside their new classroom.

Thank you for your help in the inspection. I hope that you carry on enjoying your learning and your school. Yours sincerely

Martin Kerly Lead Inspector