

# Cornholme Junior, Infant and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	107521
<b>Local Authority</b>	Calderdale
<b>Inspection number</b>	324584
<b>Inspection date</b>	23 September 2008
<b>Reporting inspector</b>	Jim Kidd

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	196
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr I Coveney
<b>Headteacher</b>	Mr Adam Sapey
<b>Date of previous school inspection</b>	30 November 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Greenfield Terrace Cornholme Todmorden Lancashire OL14 8PL

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: the progress made by pupils in Key Stage 2, provision in the Early Years Foundation Stage (EYFS) and the impact of staff with new or redefined leadership roles. Evidence was gathered from the school's self-evaluation, nationally published assessment data, the school's own assessment records, relevant policies, observations of the school at work, including visits to lessons and analysis of parents' questionnaires. Discussions were also held with staff, the chair of governors and pupils. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence that the school's own assessments of these aspects, as given in its self-evaluation, were not justified and these have been included where appropriate in the report.

## Description of the school

This smaller than average-sized school lies on the Yorkshire/Lancashire border about four miles from Todmorden. It serves a mixed area and attracts pupils from a range of social and economic backgrounds. Most pupils are of White British heritage and there is a very small proportion who speak English as an additional language. The percentage of pupils known to be eligible for free school meals is broadly average. The proportion of pupils with learning difficulties and/or disabilities is below average but increasing. Cornholme is an accredited Healthy School, has the Activemark award and has been an Eco School since 2007.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

The most important people in Cornholme are the children, who are quite correct in their view that this is a good school. As pupils say, 'No-one is lonely here. There is always someone to talk to and our teachers and teaching assistants are always there for us.' Indeed, pupils' personal development and the care, guidance and support provided for them are outstanding.

From broadly expected levels on entry, pupils make good progress across the school, particularly in Key Stage 1, and reach above average standards in English, mathematics and science by the end of Year 6. The school recognised that standards in Key Stage 2 declined a little in 2007, but prompt and effective action to address this have borne fruit immediately and the provisional results for 2008 appear to have improved markedly. Inspection evidence confirms that pupils in the current Year 6 class are on course to reach their challenging targets, but it also demonstrates that not enough pupils reach the higher National Curriculum levels in writing. The school teaches literacy across the curriculum but strategies to promote higher levels skills in writing in all subjects need development. Pupils with learning difficulties and/or disabilities benefit from very impressive support from teaching assistants and make the same progress as their classmates as a result.

A major strength of the school is the support pupils give to their peers and to their younger counterparts. 'Yellow hats' visit the Early Years Foundation Stage (EYFS) and help children in both the Nursery and Reception. 'Buddies' make sure that no-one is lonely at breaks and lunchtime and 'road safety officers' advise pupils on how to cross the road properly. In addition, school councillors and house captains give pupils a voice and have a plethora of ideas and suggestions to improve school life. Pupils have the highest regard for their school, attend regularly and are polite, courteous and informative to visitors. Their behaviour is impeccable and they are very proud of what their school does for them. Their knowledge of how to eat healthily is untypically wide and perceptive: they believe that the food in the canteen is second to none and take full advantage of the salad bar and fruit available to them.

The quality of teaching and learning is good overall and sometimes outstanding. Adults treat their pupils with dignity. As a result, mutual respect abounds in lessons and pupils are generally fully engaged in their work. They have an accurate awareness of their current performance, their targets and what they need to do to reach their potential. They are delighted to show visitors their assignments and thoroughly enjoy using computers to research new work such as holiday brochures for a trip to Paris.

The curriculum provides an appropriate emphasis on English, mathematics and information and communication technology. The school's emphasis on personal, social, health and careers education makes a good contribution to pupils' progress in all aspects of school life. Pupils themselves speak highly of the impressive range of extra-curricular and enrichment activities and a considerable number are actively involved in sport. They enjoy after-school clubs too and enjoy attending art club, for example, as a precursor to the school's application for Artsmark status.

Links with other schools, often with populations from minority ethnic heritages, are valued by all and have a profound impact on pupils' outstanding spiritual, moral, social and cultural development. The school recognises the importance of giving pupils opportunities to engage with those less fortunate than themselves and also with senior citizens. Pupils organise coffee

mornings for senior citizens and also visit establishments for disabled children. The school's contribution to community cohesion is, therefore, good.

Pastoral care is excellent and the school does its utmost to support each and every individual. Vulnerable pupils are identified quickly and very effective strategies to support them are established rapidly. These pupils and also those with learning difficulties and/or disabilities receive exactly what they need and, as a result, can take advantage of everything the school offers them. Pupils themselves feel utterly safe in school and child protection procedures are in place and meet current guidelines.

Assessment, 'starting and ending with the child,' is sharp, accurate and gives pupils the confidence they need to aim for high standards. The marking of pupils' work is a major strength and teachers give their pupils appropriate recognition for their effort and for the standards they reach.

Leadership and management are good. Led by an inspirational headteacher, who knows each child by name, and committed joint deputy headteachers, all staff share a clear vision for how the school should move forward. Leaders who are new to their responsibilities have made a good start in developing their areas and they benefit from the support of other staff. Governors are knowledgeable and supportive of the school and yet will rigorously hold the leadership to account. All staff speak with the same voice: pupils come first and their welfare in personal and academic terms is what Cornholme is about. The school has good capacity to improve further and provides good value for money.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Provision in the EYFS is good and improving. Children's skill levels on entry to the Nursery vary from year to year. They are broadly in line with age-related expectations. They make good progress in Nursery and Reception, particularly in personal, social and emotional development. They enter Year 1 with skills which, overall, are just above those expected for their age. The curriculum indoors provides a wide range of interesting activities and there is a good balance between teacher-directed and child-initiated learning. Children in both years get on very well with each other, enjoy their work and are very well cared for indeed by teachers and teaching assistants. Teaching is good and relationships are warm. Although the school tries hard to ensure that the outdoor area promotes learning effectively, resources to engage children in more exciting activities are at a premium and underdeveloped. Nonetheless, parents are positive about what the EYFS does for their children and a typical comment is, 'Staff are friendly, approachable and helpful and our children look forward to coming every day.' Leadership and management are good and the EYFS coordinator has a profound understanding of early years education, leading the area by example.

### **What the school should do to improve further**

- Improve the teaching of literacy through other subjects in order that more pupils in Key Stage 2 reach the higher National Curriculum levels in writing.
- Enhance provision and resources for outdoor learning in the EYFS.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Cornholme Junior, Infant and Nursery School, Todmorden, OL14 8PL

Thank you all so much for your warm welcome when I visited your school recently. You were all very friendly and polite and I enjoyed visiting your lessons and talking to you. I am particularly grateful to the members of the school council who got their badges in assembly and gave up their time to meet me at morning break. I would now like to tell you how good your school is.

You are very proud of Cornholme and you are correct in thinking that it is a good school. You are making good progress in your lessons because you work really hard and your teachers teach you well. Those of you who sometimes find some of the work hard also make good progress because you get excellent support from teaching assistants, who often work with you one to one. In fact, all the adults who work with you do as much as they can to make sure that you are happy and know what you need to do to reach for even higher standards. Your teachers would like more of you in Key Stage 2 to reach the highest National Curriculum levels in writing and so I have asked them to give you more opportunities to practise your literacy skills in all your subjects.

Your behaviour is excellent and you are very kind to everyone. I almost lost count of the number of groups, 'Yellow Hats', 'Buddies' and Road Safety officers' for example, who look after younger children in Cornholme! You also have so many links with other schools, in the local area and further afield and you collect a lot of money for a wide range of charities. The school council and house captains do a good job in representing your views and organising competitions which you can enter. You love the food in the canteen and know exactly what makes a healthy menu. You keep fit too and take part in a variety of sports and games after school.

As you know, nothing is ever perfect and your headteacher and all the staff are always trying to think of ways to make your school even better! I've asked them to improve some of the resources in the Nursery and Reception class, so that children can learn really well when they are playing outdoors.

Thanks again for your contribution to the inspection. Please keep working hard, looking after each other and enjoying school life.