

Camelford Community Primary School

Inspection report

Unique Reference Number	111927
Local Authority	Cornwall
Inspection number	325494
Inspection dates	27–28 January 2009
Reporting inspector	Bill James

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.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	253
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
Appropriate authority	The governing body
Chair	John Phillips
Headteacher	Carol Edleston
Date of previous school inspection	15 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Highfield Road Camelford PL32 9QZ
Telephone number	01840 212376

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Camelford Community Primary School is an average size school. Pupils are drawn from the immediate neighbourhood and most of them have attended the school's Early Years Foundation Stage (EYFS) provision in its Nursery and Reception classes. Most pupils are of White British heritage, with only a small proportion from other cultural backgrounds. A relatively small number of pupils speak English as an additional language and the proportion of pupils with a variety of learning difficulties and/or disabilities is well above the national average. The school houses an Area Resource Base (ARB) unit accommodating eight pupils from throughout the Cornwall authority. The school is very proud of the awards it has received, including the International School Award, Healthy School Award and Activemark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Camelford Community Primary is a satisfactory and rapidly improving school. The school provides a good level of care, guidance and support for its pupils. Pupils trust the adults that look after them and this allows them to learn in a safe environment. Pupils enjoy coming to school, are well behaved and work hard. This is reflected in their good personal development and well-being, where good relationships at all levels are a feature of school life.

Children enter school with lower than expected levels of attainment for their age. They make good progress in both the Nursery and Reception classes and this is recognised and appreciated by parents. Current standards being achieved by the pupils at the end of Year 6 are average overall and their achievement is satisfactory. Standards by the end of Year 2 are not as good as they could be and the school realises that these need to be improved. Standards attained by the older pupils are average, with current work showing that they are improving. Pupils with learning difficulties and/or disabilities make good progress with their learning because any difficulties are quickly identified and appropriate action is taken.

Teaching is satisfactory and improving. It is increasingly consistent across the school and focuses on the basic skills that pupils need to learn. Teachers use targets to help pupils understand what they need to do to make their work better. If pupils fall behind in their work, they are identified quickly and given the extra help they need. Senior leaders monitor teaching and provide effective feedback that helps teachers to continually improve. Marking is good and focuses on how pupils can achieve their targets and improve their work.

The curriculum is satisfactory and provides appropriate opportunities for enrichment and enhancement. Writing is a weakness and the school is working hard to improve standards in this area. There is a good range of clubs, visits and enrichment activities that help to develop and support learning.

Leadership and management are satisfactory. The effective headteacher provides inspirational and clear leadership. She is very well supported by other senior leaders, who focus on the continued improvement in pupils' achievement and standards. They have been effective in addressing the issues from the previous inspection, especially with regard to improving consistency in teaching. The middle managers in the school require further development to maintain and develop the focus on pupils' learning. The school has a satisfactory capacity for improvement which has led to faster progress, and this is now a developing strength of the school. The governing body is supportive and offers appropriate challenge with regards to school development.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The EYFS is a strength of the school and has improved significantly over the past two years. The quality and provision are good in both the Nursery and the Reception classes and the good promotion of children's welfare is appreciated by parents. Children settle in quickly as a result of the good care that enables them to make good progress in a high quality learning environment. The good curriculum provides a range of learning opportunities that are very effective in developing children's basic skills. They develop good independence skills and are encouraged to initiate their own learning. Despite a strong emphasis on literacy, boys' writing is still not as good as girls'. The provision benefits from strong leadership that has a commitment

to involving parents in their child's learning. This is illustrated by the learning diaries that are shared with parents.

What the school should do to improve further

- Improve writing across the school by carefully monitoring the opportunities pupils have to write and the standards they are achieving.
- Raise standards by the end of Year 2 by effectively targeting and monitoring pupils' achievement in order to improve their learning.
- Develop the role of middle managers in the school by focusing on standards and achievement in their subjects.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Children enter the EYFS with skills which are below those expected for their age. As a result of the good provision, their achievement is good and this allows children to enter Year 1 with average standards. The current Year 1 pupils continue to make good progress, with slightly above average standards. The current Year 2 pupils have standards below average but their progress is satisfactory. The school realises that by the end of Year 2, standards achieved by pupils over the last three years have not been good enough and must be improved.

Standards at the end of Year 6 are average in English and mathematics, and above average in science. This represents an improvement over the past two years, and the standard of current work shows further improvement. Standards attained in writing are lower, with boys doing less well than girls. The school recognises the need to improve this area and is currently taking steps to improve writing throughout the school. Progress from Year 2 to Year 6 is satisfactory and improving. There are no significant variations in the progress made by different groups of pupils in the school. New detailed tracking of pupils' achievement is having a very positive effect, with targeted help to assist pupils who are falling behind. Pupils with learning difficulties and/or disabilities make good progress and this includes those pupils who are in the ARB unit.

Personal development and well-being

Grade: 2

Pupils enjoy school and take an active part in the development of the school community. Relationships between pupils and with adults are good. This reflects the importance the school places on pupils' confidence and self-esteem. The contribution that the pupils make to the community both in and out of school is good. The school council functions well and pupils appreciate the opportunity to have their say on school matters. Pupils' spiritual, moral, social and cultural development is good, illustrated by their good behaviour and strong sense of right and wrong. The school recognises that more opportunities for spiritual and cultural development are required and has plans in place to make these areas more of a curriculum focus. Pupils trust the adults that look after them and say that they are helped to resolve disagreements and deal with conflict. They say that any incidents of misbehaviour or bullying are dealt with swiftly and effectively. Attendance is below average but the school is undertaking all reasonable steps necessary to address the issue, including working hard to raise parents' awareness of the

importance of regular attendance. Pupils have a good understanding of how to stay safe and this reflects the very good work undertaken by the school in this area. They understand the importance of a healthy diet as part of a healthy lifestyle. Pupils value their new targets and understand that if they work hard and achieve their targets their school work will improve. They feel a part of the community, both in school and in the wider world, and this is reinforced by the very good international links that the school has developed. The development of skills pupils will need in adult life is good, for example, pupils understand how to work effectively together to achieve a common aim.

Quality of provision

Teaching and learning

Grade: 3

Standards of teaching are satisfactory overall, and are improving. Teachers know the pupils well. In the EYFS, a good range of interesting activities ensure that children have good opportunities to learn. In the other areas of the school, the majority of lessons are well planned, teachers have good subject knowledge and lessons are delivered with good pace. Teachers and support staff work very well together with a clear focus on learning. However, the teaching has yet to fully impact on pupils' learning because sometimes the expectation of what they can achieve is not high enough and standards overall are still not as good as they could be. Teachers and support staff provide useful and informative marking that relates to the targets that pupils are using to try and improve their work. The use of individual targets as a way of improving the learning of pupils is relatively new; however, they are having a very positive effect. The pupils recognise how these targets can make the standard of their work better. There are appropriate opportunities for assessment to see how well pupils are doing and a good range of support for those pupils who need extra help. Provision for more able pupils and raising teachers' expectations are areas that the school is working hard to address.

Curriculum and other activities

Grade: 3

The school provides a satisfactory curriculum that is currently under development. The focus of the curriculum is the development of basic skills, with a particular focus on mathematics and writing. This is to address the weakness in writing that exists in the school and to develop the improving mathematics curriculum. Information and communication technology (ICT) as a tool for learning is a feature of the curriculum that is used very well to support learning in many subjects. This approach has already seen some improvement in standards but as it is in its infancy, it has not yet fully impacted on the pupils' learning. In addition, the curriculum is being developed so that there is a better progression in skills to meet the needs of the more able pupils. Opportunities for cultural development within the curriculum are limited and this is to be addressed. The curriculum is enriched by a variety of appropriate visitors and team events. The provision for sports is very good and a developing strength of the school. There is an emphasis in the curriculum on pupils' personal development to help them develop as learners with an understanding of equality and fairness.

Care, guidance and support

Grade: 2

The care, guidance and support offered to pupils in the school are good in all respects. Arrangements to make sure that pupils are safe in school are appropriate, with effective detailed systems to ensure pupils' welfare. There is rigorous monitoring and recording of any incidents or risks to pupils' safety, and all legal requirements are fully met. As a result pupils say that they feel safe and happy. Staff communication in this area is given a high priority and all aspects of care are meticulously recorded and appropriately shared by staff. The school works extremely well with a variety of agencies and parents to support pupils. The parents of pupils in the ARB unit in particular appreciate this high level of care and support for their children. Pupils' academic progress is carefully tracked and monitored. They know their targets and understand how they are trying to improve their work. Targets provide not only a high level of motivation for the pupils but develop self-esteem and enhance their ability to learn. Support for pupils' learning difficulties and/or disabilities is good. The school now has a number of different programmes that it runs to support pupils, focusing not only on academic help but also on social and emotional needs.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The effective headteacher has a clear, coherent and determined focus on improving standards and achievement. Senior leaders share this vision and have a direct impact on school effectiveness in key areas, including the ARB unit. The tracking of pupils' progress and the analysis of data are leading to higher expectations of pupils' achievement. Special focused learning programmes such as the school's 'Fresh Start' literacy programme have been instigated as a way of addressing current underachievement. These are having a positive effect and this is one of the areas where the leadership is focusing the staff on achievement in an effort to raise standards. In addition, there is a clear focus on the inclusion, equality and personal development of pupils, enabling them to develop as individuals. Middle managers, such as subject leaders, require further development to maintain and promote the focus on learning in all areas of the curriculum. The school's self-evaluation is satisfactory and improving. The use of challenging targets to improve pupils' progress across the school is now in place and current data show that whole-school targets are likely to be achieved in 2009. The governors are supportive and understand the need to improve standards. Their ability to effectively challenge the school is improving as the quality of information they receive from the headteacher gets better. Provision for community cohesion is satisfactory at present, with the school's international links a strength.

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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?	3
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?	2
The capacity to make any necessary improvements	3

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?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

29 January 2009

Dear Pupils

Inspection of Camelford Community Primary School, Camelford, PL32 9QZ

- Thank you for making us welcome in your school and for talking with us so openly when we visited recently. We really enjoyed joining you in lessons and seeing your work. We think your school gives you a satisfactory education. Here are some of the reasons why.
- Children in Nursery and Reception make a good start to their education.
- Nearly all of you are now making satisfactory progress because you work hard.
- Your behaviour is good and you told us how much you like coming to school.
- You have a good understanding of the importance of healthy eating and exercise in order to stay healthy.
- Teaching is satisfactory and is improving all the time.
- The targets you are given are working really well and they are helping you to make even better progress.
- You have a good headteacher, and all the adults, including the governors, are working hard to improve your school.

- We have three recommendations to help your school to get even better.
- To really concentrate on writing so that you can improve the quality of your work.
- To make sure that by the time you complete Year 2 the standards of your work are better.
- To make sure that the adults in charge of the different subjects provide you with even more good opportunities to learn.

We hope that you will continue to work hard and enjoy your time at school. Your school council works really well so if you have a good idea on how to make Camelford Community School even better, why not tell them and they can bring it to the attention of the headteacher. Yours faithfully

Bill James

Lead Inspector