

# Coverack Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	111822
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	337749
<b>Inspection dates</b>	23–24 March 2010
<b>Reporting inspector</b>	Judith Goodchild

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	50
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martha Mita
<b>Headteacher</b>	Martin Dalton
<b>Date of previous school inspection</b>	8 February 2007
<b>School address</b>	School Hill Coverack Helston TR12 6SA
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## Introduction

This inspection was carried out by an Additional Inspector. During the inspection nine lessons and an assembly were observed and all four teachers seen. The after school club was visited. Three joint observations were carried out with the headteacher. Pupils' books were inspected to assess the quality of marking and if targets relating to progress and improvement were set. The school's assessment data on current progress was analysed and to check if there was sufficient challenge for all pupils in the predicted outcomes for Year 2 and Year 6. Meetings were held with a group of pupils, members of the governing body and a member of staff responsible for aspects of the school's work. The school improvement plan, School Improvement Partner's reports, minutes of the governing body, and policies and procedures relating to safeguarding were scrutinised. Forty parents' and carers' questionnaires were scrutinised. The inspector also looked at questionnaires completed by 11 members of staff and 28 pupils.

The inspector reviewed many aspects of the school's work. She looked in detail at the following:

- how effectively lesson planning provides continuity and progression of learning in mixed age classes
- the use of assessment to match work to pupils' learning needs and provide challenge for more able pupils
- how effectively the work of the school is monitored by leaders.

## Information about the school

Coverack School is a smaller than average primary school. Numbers on roll have increased since the last inspection by 25%. Pupils are taught in two mixed-age classes. Class 1 is Reception and Years 1 and 2. Class 2 caters for Years 3 to 6. Virtually all pupils have White British ethnicity and speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is slightly below the national average. The school has identified these as having either moderate learning or speech, language and communication difficulties. No pupils currently have a statement of special educational needs. The proportion of pupils eligible for free school meals is well below the national average.

Since the last inspection the governing body has taken over the management of the after school club.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Coverack Primary School provides a satisfactory education for its pupils with strengths in their personal and social development and the standard of care they receive. In the warm, inclusive and welcoming learning environment pupils say they feel extremely safe. Pupils clearly enjoy school and demonstrate good behaviour both in lessons and around the school. Relationships between all age groups are good and pupils work well alongside each other in lessons. Pupils make a full contribution to the school community and there are many opportunities for them to take responsibility and develop leadership skills, for example through the school council. Pupils develop healthy lifestyles, are clear about how to achieve them, and take part in the variety of physical activities provided through the Sports Partnership. For example, Year 4 recently experienced mountain boarding. Pupils apply themselves well in lessons and persevere when experiencing difficulties and it is clear the majority are highly motivated to succeed.

In 2009, by the end of Year 6, pupils had made satisfactory progress in their learning and their attainment compared with national data was broadly average. While the quality of teaching is satisfactory overall, it is inconsistent across the school. In lessons seen it ranged from outstanding to inadequate. One factor where teaching was less successful was the lack of planning to ensure that work set for pupils was at the appropriate level for their age to ensure continuity and progression in learning and a steady building of skills in mixed-age classes. The inconsistencies exist because currently there is insufficient rigour in the way teaching is being monitored and progress tracked by senior leaders.

The school's capacity to sustain improvement is satisfactory. Self-evaluation has identified appropriate priorities for development, such as the need to raise attainment and progress in science. Data show that pupils' outcomes have improved since 2008. Current evidence suggests that the strategies introduced to address issues in science are effective and raising pupils' levels of attainment and progress. The school has successfully addressed the key issue of writing from the previous inspection and has put in place an assessment system to track pupil progress. However, this information is not yet being consistently used by all teachers to ensure that work matches pupils' learning needs and provides challenge for all pupils. This means that, while the progress of the most able pupils generally matches that of other pupils, it sometimes temporarily slows when they are not sufficiently challenged.

## What does the school need to do to improve further?

- Ensure that assessment information is used more effectively to plan lessons that

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match the learning needs of all pupils, particularly the more able.

- Implement rigorous, structured monitoring of teaching so that the quality in all lessons matches the best practice in the school.
- Ensure that curriculum planning addresses the age range of pupils in the class so that there is continuity and progression in learning.

## Outcomes for individuals and groups of pupils

**3**

Pupils' attitudes to learning are good, pupils are keen to achieve and their attention only wanders when teaching does not engage them or provide the challenge they need. They say that they enjoy coming to school and the range of activities provided for them.

Inspection evidence shows that in Years 3 to 6 pupils particularly enjoy science and are now making good progress in this subject. In an observed lesson there was a sense of excitement as pupils worked in mixed age groups trying to separate liquids and solids. They responded well to the challenge discussing potential methods, listening with respect to others' views, and working well as a team to find a solution. The happy buzz in the room was an indication of their engagement in the task and they gained a sense of achievement when a resolution was found to the problem. The pupils with moderate learning and speech, language and communication difficulties make the same progress in their learning as their peers. This is because their needs are carefully identified and teachers and support assistants provide effective individual support in lessons.

Pupils are fully involved in their local community by, for example, presenting shows to entertain senior citizens in the village hall and at the local residential care home. Some pupils assist the local community project by helping young holidaymakers take part in organised beach and rock pool activities during the summer holidays. Pupils particularly like the opportunities to mix with pupils from other schools on the Lizard. Currently they are involved in a joint music project with the Bournemouth Symphony Orchestra which will culminate in all schools performing in a concert at the Eden Project in the summer term. Pupils make good use of the range of opportunities that they have to show initiative and leadership. For example, they organise table top sales at the school, inviting local businesses to participate, and raise funds for charities. Pupils clearly understand about the need for physical activity to sustain a healthy lifestyle and many follow up in their own-time activities that have initially been provided for them through the school, such as sailing. Through discussion and the pupils' questionnaire, a high percentage of pupils said that they felt they did not know how well they were doing in their work. They would like to know the level they are working at, be more involved with monitoring their own progress and understand better how to improve their work. Pupils' overall spiritual, moral, social and cultural development is good overall, although they have limited awareness of societies and cultures different from their own

*These are the grades for pupils' outcomes*

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

In the few lessons where teaching is good or better, expectations are high, the pace of learning is rapid, activities are planned to address all pupils' individual learning needs and there is a steady building of skills as a foundation for future learning. In a mathematics lesson, for example, planning was thorough and, although the topic was the same for the whole class, younger pupils were learning points of the compass in preparation for work on angles whereas the oldest were doing more complex and challenging work. In these lessons, pupils make good progress. In the satisfactory lessons, these features are less evident, especially the use of assessment to inform lesson planning. In most lessons, teaching assistants are well deployed and briefed and they effectively support learning by ensuring that pupils finding the work particularly difficult quickly receive additional help. The curriculum makes a good contribution to pupils' learning and personal development. The partnership with other schools on the Lizard widens the breadth of learning opportunities for pupils.

Arrangements to ensure the care and welfare of pupils are good. Parents are happy with the support their child receives and feel they are kept safe. Links with support agencies and health professionals are good and contribute towards the school's provision to meet the needs of the small number of pupils with special educational needs and/or disabilities. Pupils are well prepared for their move to secondary school by regular visits and sharing activities with other schools through curriculum events, sports and induction days. The after school club is well run, well resourced and provides a good range of activities for pupils. Here, pupils make collaborative decisions about what activities they would like the leaders to provide for them. There is appropriate provision to ensure the

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safety and welfare of pupils whilst in their care.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher and governing body are ambitious for the school, value its place within its local community, and share a common aim of continuing improvement. The lack of rigour in monitoring teaching and learning that has resulted in the variable quality of teaching is due in part to the headteacher acting as an executive headteacher for another local school. Although end of Year 2 and 6 targets are set they do not always provide sufficient challenge for progress to move from satisfactory to good and pupils to consistently reach higher levels of attainment.

There is a good working partnership with the governing body. Governors are developing their skills and confidence in monitoring and challenging the work of the school. After a recent monitoring visit, for example, they queried how well the curriculum was adapted to meet the different age ranges in classes and how that was monitored. Safeguarding procedures are effective. Rigorous checks are made to ensure safe recruitment and records are efficiently compiled. Leaders appropriately tackle discrimination and ensure equal opportunity. For example, the school ensures that all pupils have the same opportunities to take part in activities such as after-school activities, trips and the popular residential camp. The school has established a good partnership with pupils' parents and carers. Consultation meetings for parents are held in the autumn and summer terms to discuss progress and information is given to help them support pupils' learning. Provision for community cohesion is satisfactory. Leaders understand that, due to the school's geographical location, pupils have limited awareness of societies and cultures different from their own. They have developed some approaches to tackle this, for example through links with a school in Northamptonshire and multicultural days provided by the extended schools partnership are helping to address this. Pupils are also able to interact with visitors from a range of social and cultural backgrounds throughout the summer.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3

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<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Although small cohorts mean that there is considerable variation from year to year, children generally enter the school with skills and knowledge at expected levels. There are good links with the pre-school providers. Before they start in the Reception class children spend time in the school and this helps them to settle into the secure learning environment quickly and enjoy coming to school. Assessment is used well to track children's progress and there is an appropriate focus on developing social and communication skills and children learn and play well together. While children share a class with Years 1 and 2 and the accommodation is small and cramped, staff make effective use of the facilities that are available by, for example, using the school hall when it is available. Sometimes too much time is spent learning formally alongside Years 1 and 2. Although there is no covered outside play area this only impacts on this aspect of children's experiences when the weather is poor. Despite these restrictions, by the end of their time in Reception all children make at least satisfactory progress towards their learning goals and for some this is good. They have gained in confidence, their behaviour is good and most have become independent learners. Although no children under five are currently registered at the after school club, planning indicates that there is appropriate provision for their learning and welfare should any enrol.

### *These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3



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## Views of parents and carers

A much higher proportion of families responded to our questionnaire than we normally receive. The results were overwhelmingly in support of the school. Parents and carers commented that this was an inclusive and friendly school and committed to providing the best educational experience for their child. They feel their children are very safe here. They say that the school has an open door policy and that they are always welcome to discuss all aspects of their child's schooling. More negative comments were that a very small number of parents and carers would like a little more communication about their child's progress and that the executive headship has had a negative impact on the school. The inspector agrees about the impact of the executive headship on the work of the school, but found communication between the school and pupils' homes to be good.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Coverack Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 40 completed questionnaires by the end of the on-site inspection. In total, there are 50 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	68	11	28	1	3	1	3
The school keeps my child safe	32	80	8	20	0	0	0	0
The school informs me about my child's progress	20	50	18	45	1	3	1	3
My child is making enough progress at this school	26	65	13	33	1	3	0	0
The teaching is good at this school	27	68	12	30	1	3	0	0
The school helps me to support my child's learning	26	65	14	35	0	0	0	0
The school helps my child to have a healthy lifestyle	33	83	7	18	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	22	55	17	43	0	0	0	0
The school meets my child's particular needs	25	63	12	30	3	8	0	0
The school deals effectively with unacceptable behaviour	21	53	17	43	1	3	0	0
The school takes account of my suggestions and concerns	24	60	14	35	1	3	0	0
The school is led and managed effectively	23	58	17	43	0	0	0	0
Overall, I am happy with my child's experience at this school	28	70	10	25	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



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25 March 2010

Dear Pupils

Inspection of Coverack Community Primary School, Helston TR12 6SA

I would like to thank you for making me so welcome when I visited your school recently and for talking to me about your school and work.

I found that the effectiveness of your school and the education you receive is satisfactory. By the end of Year 6, you make satisfactory progress in your learning and attain standards broadly in line with those expected for your age. You told me that you feel safe and secure and enjoy coming to school. You particularly like going out on school trips and the range of activities that you do with other schools on the Lizard. I found your behaviour is good both in lessons and the playground. You work hard in your lessons and you work well together. Those of you who attend the after school club said you enjoy the activities provided for you.

We have identified some areas of the school's work that need improvement to make your school an even better place. These are the things that we have asked your school to do.

- Make sure that the quality of teaching is more carefully checked so that all of you receive high quality teaching and are given challenging targets to meet.
- Make sure that information about the progress you are making is used more effectively so that lessons are planned to meet your learning needs, particularly for those of you who find learning easy.
- Make sure that the subjects you study are organised to meet the needs of the different age groups in your class.

You are already playing your part by behaving well and working hard in lessons. I wish you all the best for the future.

Yours sincerely

Judith Goodchild

Lead inspector

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