

Cardinham School

Inspection report

Unique Reference Number	111911
Local Authority	Cornwall
Inspection number	337776
Inspection dates	17–18 March 2010
Reporting inspector	Jacqueline Marshall

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	61
Appropriate authority	The governing body
Chair	Elizabeth Lane
Headteacher	Sylvia Fair
Date of previous school inspection	25 April 2007
School address	Cardinham Bodmin Cornwall PL30 4BN
Telephone number	01208 821326
Fax number	01208 821387
Email address	head@cardinham.cornwall.sch.uk

Age group	4–11
Inspection dates	17–18 March 2010
Inspection number	337776

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by two additional inspectors. The inspectors spent about half the time looking at learning. They visited five lessons, observing three teachers, and held meetings with groups of pupils, staff, school leaders and governors. They observed the work of the school and looked at documents including school policies, pupils' progress data, attendance figures and school development planning as well as pupils' work. They evaluated the responses in 43 questionnaires from parents and 23 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of the school's strategies for improving the learning and progress of all pupils
- the extent to which leaders and teachers use assessment information to support and challenge pupils' learning and raise attainment
- the quality of its work in fostering community cohesion.

Information about the school

Cardinham School is smaller than the average school and is in a rural village setting. The pupils are mostly from White British families. The main teaching base is in the school building and the school's playing field is located a short walk away. The school also makes use of the village hall regularly. The proportion of pupils with special educational needs and/or disabilities is lower than that usually found in primary schools. Most of these have moderate learning difficulties.

The school has been awarded Healthy Schools status and the Activemark. It is part of a local cluster of schools.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Since the last inspection it has sustained the outstanding elements of its practice while continuing to ensure all pupils achieve well in their learning and develop extremely successfully as individuals. Pupils benefit from exceptionally good relationships with all staff and display enormous enthusiasm for learning. Their behaviour is exemplary both in lessons and at play, where they show considerable support for one another regardless of age, gender or ethnicity. They talk about the 'family feel' and say they 'like the school just as it is' because 'you know everyone's name' and 'we get to help people here'. Because of the school's very strong focus on its pastoral care, pupils have an extremely good understanding of how to lead healthy lifestyles and stay safe. This is demonstrated well through their considerable awareness of road safety, essential as they move from one site to another. Pupils have excellent spiritual, moral and social skills, but their awareness of the diversity of cultures, including those found within the United Kingdom and the wider world, is only good, because it is not yet as effectively developed. This has been identified as part of the school's strategies for promoting community cohesion. The school has a good understanding of the needs of its immediate community, as well as having developed effective links with the wider local community.

Pupils achieve well because teaching is good and they progress well in lessons that are lively and interesting. In this small, caring school all staff know pupils' abilities well because teachers regularly check how well pupils are doing and are effective in sharing this information with them and their parents and carers. Day-to-day assessment is effective and teachers' marking is good because of the emphasis on improving this aspect of their work since the last inspection, although the quality of marking is best in English and mathematics. While standards are regularly above average, the headteacher, effectively supported by governors and staff, has led the school's successful push to use assessment strategies more rigorously to improve achievement further. These systems are working well in English and mathematics and the school now plans to introduce these in science to tighten planning and ensure lessons match the pupils' abilities and their next steps in learning. Leaders' effective actions to maintain and build upon the good practice seen at the last inspection show the school's capacity for further improvement is good.

What does the school need to do to improve further?

- Accelerate achievement in science by developing teachers' use of marking and assessment to the level seen in English and mathematics, so pupils understand

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

what to do next to improve their work and are challenged to achieve their best.

- Extend the school's strategy for community cohesion and for promoting pupils' cultural development by creating more opportunities for pupils to appreciate and value people's backgrounds in the United Kingdom and the wider world.

Outcomes for individuals and groups of pupils**2**

Across the school, pupils achieve well in their academic learning from expected levels as they enter the school in the Early Years Foundation Stage. They are clear about their learning and, in all the lessons observed, talked with confidence about what they had achieved. At the start of a literacy session, pupils in Years 2 and 3 were able to evaluate the calligrams they had produced the day before and use this knowledge to make suggestions about how they could improve their work; they then used this practical knowledge in their subsequent work. Pupils of all ages talk eagerly about what they have learnt in lessons and their learning targets.

The trend in pupils' attainment in the core subjects at both Key Stage 1 and 2 has continued to be above average since the last inspection. Lessons and pupils' books show progress in English, mathematics and science is good, though stronger in English and mathematics. This pattern is seen across the school and confirms the success of the school's initiatives to raise achievement further. The school has planned to turn its attention next to accelerating progress in science where attainment is less strong, though still above average. Pupils with special educational needs and/or disabilities make at least similar progress as others and sometimes better because of the effective additional support they receive.

Pupils achieve extremely well in their personal and social development. They are very willing to take responsibilities in both the school and the wider community, eagerly sharing recent successes of the school council and opportunities to be involved in their village such as the 'Cardinham Helpline'. Their considerable enjoyment of school life is evident in their very supportive approach to one another, which helps make the school an exceedingly safe and welcoming place. Pupils say they really like coming to school and that everyone gets along together, because they are particularly well cared for and feel exceptionally safe. As a result, although a very small minority of parents and carers have concerns, the inspectors judge behaviour to be outstanding.

These are the grades for pupils' outcomes

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

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

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

How effective is the provision?

The quality of teaching is good in all stages of the school. The key features of this are the extremely constructive relationships adults have with children, the particularly effective questioning staff use to stretch and challenge pupils and the considerable interest and fun generated in lessons. Together, these are key factors which help pupils to develop such very positive attitudes to learning. In a science lesson, pupils in Years 4 and 5 enthusiastically recorded their findings on air resistance, confidently sharing their ideas and thoughts. Pupils were given every chance to talk about their learning and consequently were highly motivated. The teacher consistently promoted the use of literacy skills, reminding the pupils of 'writing around the curriculum,' ensuring they produced high quality written work as a result. During lessons, adults regularly explain to pupils how they can improve their work. Where marking is best, pupils understand the next small steps needed to improve their work and, as a result, their progress is accelerated. This is not yet consistent across subjects.

The curriculum is successful in building pupils' basic skills in English, mathematics and more recently information and communication technology. Much has been done since the last inspection to develop this aspect of their work, with teachers increasingly using the interactive whiteboards well to support learning. A good example of this was seen where the oldest pupils confidently used laptops as part of their mathematics lesson on angles. Mistakes and misconceptions were tackled quickly because the teacher was able to effectively model the skills needed to measure angles accurately and the programme was well chosen to develop these skills further. The curriculum is brought alive exceptionally well by the creative links made between subjects and enhanced by visits

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

and visitors who share their expertise with pupils. Music is a strength because of the many opportunities for pupils to learn to play an instrument and the effective partnerships the school has with musical groups and agencies outside school. The programme of out-of-school activities for all ages is strong. Clubs very effectively promote pupils' positive relationships and encourage healthy lifestyles, an example being the very popular gardening club, whose produce is prepared and eaten as part of the meals the school provides. Pupils' welfare and personal, social and health needs are catered for extremely well because the school works very closely with parents and carers as well as outside agencies where needed.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher, supported well by governors and staff, provides a clear vision for how the school can move forward. Staff are proud to be part of 'such a happy and caring place' with a strong school team. As part of the school's improvement planning, leaders are involved in analysing the school's results and determining priorities and actions. All staff frequently check to see where teaching is most effective and where improvements are needed, though opportunities for subject leaders to observe others teaching are not as regular as they might be. Leaders have a clear understanding of the school's overall strengths and weaknesses. Governors too play an effective role in checking how well the school is doing with key governors effectively playing an important role as critical friend to the headteacher.

Leaders support the drive for equality and diversity and are extremely effective in ensuring all pupils have the opportunities to achieve well. They play their part in ensuring that safeguarding guidelines are effectively met and in supporting well the school's sharp focus on pastoral care. They have been particularly effective in promoting community cohesion at school and local levels. They are developing and strengthening current links with schools in other parts of the United Kingdom and further afield.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

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

The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills and understanding that are generally in line with those expected for their age. They quickly grow in confidence, becoming keen explorers and learners by the time they enter Year 1. Children are making good progress and many start Year 1 with above average attainment. The curriculum is adapted effectively to engage learners. Much has been done in the limited space available to develop the outdoor learning environment. This is continuing to enhance the children's learning experience both in the classroom and outside. Staff work hard to ensure children are provided with a stimulating and safe environment in which to learn and grow. While the area was cramped, those playing in the water outside learnt well as they were encouraged to investigate what happened as special sand was added, demonstrating real awe and wonder as they exclaimed 'wow, mine's changed', 'look, look its turned to silver'. Teaching is good and the children learn well from the quality interventions they receive as they play. A group of children talked animatedly about the patterns they were making as they built towers of bricks, discussing and comparing their length using mathematical language as a result of an adult's effective questioning. Staff work well with parents and carers to ensure there are good levels of communication and the children get off to a good start. The Early Years Foundation Stage leader ensures all her team use assessment information effectively to promote learning and is able to demonstrate the good gains that children make in all areas of learning.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

All the parental questionnaires sent out by the school were returned. The vast majority of these were positive and many of the written comments expressed considerable satisfaction with the school. They commended the caring attitude of the school, its support for pupils, how much their children enjoy the school and their satisfaction with the school leadership. Typical comments included: 'Cardinham is a wonderful school', 'It provides a warm, welcoming and happy environment' and 'We feel very fortunate our children are able to attend the school.'

A very small minority of parents and carers reported concerns over how the school deals with disruptive behaviour. Inspection evidence showed that, while there are some isolated incidents of poor behaviour, this is managed very well and has not affected pupils' learning. A very small minority of parents and carers recorded concerns about other issues, including pupils' progress, supporting pupils' learning and the safety of pupils in the school. These concerns were not expressed in the very large majority of parents' and carers' responses and the inspection found no evidence to support them.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cardinham 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 inspection team received 43 completed questionnaires by the end of the on-site inspection. In total, there are 61 pupils registered at the school from 43 families.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	74	10	23	1	2	0	0
The school keeps my child safe	20	47	22	51	1	2	0	0
The school informs me about my child's progress	20	47	22	51	1	2	0	0
My child is making enough progress at this school	26	60	17	40	0	0	0	0
The teaching is good at this school	25	58	17	40	0	0	0	0
The school helps me to support my child's learning	18	42	19	44	2	5	0	0
The school helps my child to have a healthy lifestyle	22	51	21	49	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)	18	42	15	35	0	0	0	0
The school meets my child's particular needs	19	44	22	51	0	0	0	0
The school deals effectively with unacceptable behaviour	21	49	12	30	6	14	0	0
The school takes account of my suggestions and concerns	19	44	11	26	1	2	0	0
The school is led and managed effectively	21	49	18	42	0	0	0	0
Overall, I am happy with my child's experience at this school	26	60	17	40	0	0	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



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.

19 March 2010

Dear Pupils

Inspection of Cardinham School, Bodmin, PL30 4BN

Thank you for talking to us and showing us your work when we visited your school. We were pleased to hear how tremendously you like school and that your teachers plan so many interesting things for you to do and become involved in. You get on exceptionally well with one another and the way you behave around the school is outstanding. You are extremely good at explaining just how to be safe and how you lead a healthy lifestyle. We agree that there are lots of interesting clubs and activities and understand why you enjoy all your learning so much.

Your school is good. The curriculum planned for you meets your needs and teachers help you to make good progress in your work. You have lots more opportunities to use the laptops and interactive whiteboards than you used to. The leaders in your school run it well. They know just what needs to be done to make your school better. In order to help you to make even faster progress, we have asked the adults at your school to do two things:

- make better use of information from assessment and marking to help you understand how to improve, especially in science
- help you to understand more about different people's backgrounds and communities in other parts of the country and the world.

You can help us by always using the advice teachers give you on how to improve your work. Thank you again for helping us with our work.

Yours sincerely

Jacqueline Marshall

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.