

Cardinham School

Cardinham, Bodmin, Cornwall, PL30 4BN

Inspection dates 15–16 July 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leadership and management are good. As a result of the expertise of the executive headteacher and a reorganised governing body, leaders have rapidly strengthened teaching and pupils' achievement over the past 18 months.
- New and existing staff and governors have collaborated well with colleagues in the partner school to move the school forward after a difficult period of change. They sustain a determined ambition for continued improvement.
- Pupils feel safe. All staff diligently implement securely updated safeguarding procedures.
- The school provides a stimulating range of learning experiences that strongly promote pupils' literacy and numeracy skills across other subjects.
- Through interesting visits, sports and expressive arts activities, pupils' spiritual, moral, social and cultural development is enriched well.
- Pupils' behaviour is good. They are proud of their school and have a strong sense of community. These qualities are seen in the way pupils share excellent relationships and give of their best.
- Pupils' attendance is above the national average, and this reflects their enjoyment of school life.
- Teaching is typically good. At times, it is outstanding and has a highly beneficial impact in lifting pupils' self-confidence and interest in learning.
- The standards reached by pupils in assessments at the end of Years 2 and 6 this year in reading, writing and mathematics are above average. They clearly reflect pupils' strengthened progress and achievement.
- Provision for children in the early years is good. Children experience a confident and happy start to school. They make good progress and are well prepared for future learning when they enter Year 1.

It is not yet an outstanding school because

- At times, teachers do not emphasise and develop pupils' spelling and punctuation skills consistently enough.
- The school is not yet fully using teachers' best practice and leadership skills to secure more high quality teaching.

Information about this inspection

- The inspector observed nine lessons and saw the work of four teachers. He was accompanied by the headteacher during these visits to lessons.
- A wide range of documents was scrutinised, including records relating to behaviour and attendance, safeguarding procedures and the school's analysis of how well it is improving. The inspector examined the school's systems for checking progress and records of checks on the quality of teaching.
- The inspector talked to pupils about their work and listened to individual pupils read. He also looked at samples of pupils' work across a range of subjects and classes, especially writing.
- The inspector held meetings with members of the governing body. Meetings were held with school staff, mainly senior and middle leaders. He also met with members of the school council. The inspector spoke to many individual pupils in lessons and around the school. The inspector met with a representative from the local authority.
- The inspector took account of the views expressed in the 20 online responses to Ofsted's Parent View questionnaire. The inspector gathered the views of several parents during informal meetings at the school during the inspection. He also took note of two other communications from parents. Questionnaires completed by 12 members of staff were also analysed.
- The inspector considered the school's use of the primary physical education and sport funding, and the pupil premium.

Inspection team

Alexander Baxter, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school.
- The majority of pupils attending the school are of White British heritage.
- The proportion of disabled pupils or those who have special educational needs is below average. It fluctuates considerably from year to year and at times is above average in some year groups.
- The proportion of pupils supported by the pupil premium (additional government funding for pupils known to be eligible for free school meals and children who are looked after) is below average. Currently, there are very few pupils in Year 6 in receipt of free schools meals and this was also the case in 2014.
- A slightly above average proportion of pupils join or leave the school other than at the normal times.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- Children start the school's early years provision on a full-time basis in a Reception and Years 1 and 2 class. Other pupils in the school are taught in two mixed-age classes.
- In September 2013, the school entered a close partnership with Lanivet Community Primary School. Both schools are led by the same executive headteacher who divides his time equally between the schools. The day-to-day management of each school is undertaken by its own assistant headteacher. Each school retains its own governing body.
- Since the previous inspection there have been significant changes to the staffing of the school, including at a senior level, and in the membership of the governing body.
- The school provides its own breakfast and after-school clubs.
- A pre-school shares some of the school facilities. It is managed privately and so was not part of this inspection.

What does the school need to do to improve further?

- Improve the quality of teaching and pupils' achievement so that they are typically outstanding by:
 - ensuring teachers consistently emphasise the development of pupils' spelling and punctuation skills
 - developing middle leadership roles to make full use of the best practice and their expertise across the school.

Inspection judgements

The leadership and management are good

- Leadership and management are good. Leaders' efforts to re-establish a culture where good teaching and behaviour flourish with equal success following a period of staffing instability, including at a senior level, have been effective.
- The executive headteacher's determined effort to bring improvement has also been aided by significant changes to the governing body. For example, governance has been strengthened by new members, leadership and revised procedures to ensure full adherence to statutory requirements.
- Several teachers are also new to the school or have changed senior or middle leadership responsibilities. Although some middle leadership roles are not yet fully established, staff have brought new skills and a refreshed approach to teaching and school development. This is why leadership and management are not outstanding.
- Leaders now have an accurate picture of the strengths of the school and have clearly identified the weaknesses to be tackled in the school improvement plan. Success this academic year in restoring good teaching and pupils' achievement reflects the school's secure ability and capacity to bring about further improvement.
- Leaders and managers ensure that current vetting of staff and all other statutory safeguarding arrangements have been updated to keep pupils safe. This is also reflected in the well-organised breakfast and after-school clubs in which pupils feel at ease and enjoy friendships and their time at school.
- Staff do not tolerate discrimination and work diligently to treat pupils equally. This is evident in the way differences in the performance of boys and girls, especially when they first enter school, are now being addressed. This is also seen in the effective use of funding to provide additional adult support for disabled pupils and those with special educational needs. The very few disadvantaged pupils in receipt of additional government funding are also supported well by extra adult help and learn as well as other pupils.
- The school's close links with parents provide well for many aspects of pupils' learning and development. The large majority of parents are strongly supportive of the school.
- The curriculum places a secure emphasis on the acquisition of literacy and numeracy skills, which includes good opportunities to enrich and use these skills across other subjects. Teachers plan a wide variety of learning experiences to successfully promote the pupils' spiritual, moral, social and cultural development. Pupils also join and make new friendships with others in the partner school to extend their social skills.
- Pupils learn well about world and British faiths during assemblies and religious education lessons. Pupils develop a good understanding of the diversity of cultures and beliefs in modern Britain. Their awareness is developed well through work in the expressive arts, visits from a Sikh member of the local community and trips to more culturally diverse areas such as Bristol. Pupils extend their understanding of British values effectively through elections to the school council and by voting to decide which charities to support. The pupils also learn well about democracy through mock elections.
- The school uses the primary sports funding very effectively to extend its well-developed programme of sporting activities and enrich pupils' health and well-being. This is evident in the school achieving the Physical Education Quality Mark Award with distinction earlier this year. Also, every Key Stage 2 pupil now participates in sports clubs. Funds are used to train staff and to widen the type of sports offered to the pupils. Additional sports now include, golf, yoga, tennis and multi-sports. Pupils also have more opportunities to enter competitions, for example in the Cornwall School Games, in which some pupils successfully won medals.
- The local authority has supported the school effectively in recent years. It has encouraged the strengthened link with its partner school and supported new staff leaders and governors through training and in checking the performance of the school.
- **The governance of the school:**
 - Governors are led well and undertake their duties, including their statutory obligations, effectively. The governing body has secured a mixture of experienced governors with a good range of educational and business experience, and newer members. Governors have improved the way they function and fulfil their responsibilities. They share and promote a strong vision for the future development of the school. In recent years, governors have demonstrated their commitment to the strategic development of the school by promoting increasingly beneficial links with its partner school. Governors fully support the school, but are also rigorous in challenging the leadership. For example, they question the executive headteacher about how pupil premium funding is used to provide additional teaching and other support for eligible pupils. Governors visit the school frequently, compile their own reports for colleagues and

receive detailed evaluations from the executive headteacher and senior staff. Governors have a good understanding of information of the school's performance and the quality of teaching and how its improvement has led to pupils' progress comparing well with pupils in other schools. Governors also have a good understanding of how the process of setting targets for teachers is used to prevent underperformance and to reward good teaching.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- In classes pupils behave very well. They are polite and considerate to each other and to adults. Most pupils work extremely well together in lessons and their very positive attitudes to learning greatly enrich their progress.
- The pupils' excellent relationships continue in the breakfast and after-school clubs and outside during break times. Behaviour is not outstanding, however, because a few pupils do not always show enough consideration of the needs of others in the outside areas. For example, their over-robust play at break times sometimes raises the risk of unnecessary accidents.
- Pupils take their various responsibilities seriously. For example, pupils on the school council respectfully represent the views of their classmates. They offer ideas to improve the school and have requested and obtained a 'friendship bench' where pupils can sit if they need a friend. They appreciate the way adults value and act on their suggestions.
- Pupils respect teachers and teaching assistants and try hard to please them. Pupils work carefully and clearly take pride in the presentation of their work. They value the helpful guidance evident in the displays in all classrooms and appreciate the way adults celebrate and also display examples of their work.
- Staff support pupils who find it difficult to manage their behaviour sensitively and effectively. As a result, there are few examples of serious incidents such as bullying. One pupil exclaimed, representing the views of many, 'I love it here. We have lots of friends and there's no bullying here.' Exclusions are very rarely needed.
- Pupils know about the different forms of bullying, including cyber-bullying and verbal and physical bullying. Pupils demonstrate empathy and understanding in relation to the different needs of pupils in the school. They are warmly supportive of new pupils and helpful in assisting them to settle happily and in making new friends at the school.
- Attendance has improved and is now well above average. It reflects not only pupils' love of school, but also the supportive partnership between staff and parents and the returning confidence of the community in the school.

Safety

- The school's work to keep pupils safe and secure is good.
- Staff, governors and most parents and pupils confidently say that the school is a safe place in which to learn.
- A few pupils and parents indicated concerns about behaviour and safety. Inspection checks showed that school leaders complete regular assessments of risks and keep safeguarding procedures up to date in full accordance with statutory requirements. Leaders also make sure that pupils are kept safe by ensuring that well-trained staff supervise the pupils effectively at the school and whenever they work away from the school.
- Pupils are assured that adults in school listen to them carefully and work hard to keep them happy and safe. Pupils on the school council stated, reflecting the views of most, 'There are really good teachers here. They sort things out and are very humorous.'
- Pupils learn about how to keep themselves safe, especially when using computers. They talk knowledgeably about road safety and how to keep each other safe when visiting the village hall and forest school area. Older pupils also willingly support younger children at break times.

The quality of teaching is good

- Leaders have taken decisive action over the past 18 months to re-establish good teaching across the school.
- At times teaching is outstanding, including promoting pupils' self-confidence and reading skills. Teachers

and teaching assistants are also highly effective in promoting pupils' positive relationships and good behaviour. These qualities have an increasingly strong impact on pupils' learning and achievement.

- Teachers give great attention to ensuring that pupils develop their skills and a love of reading. As a result, pupils read confidently and talk with enthusiasm about the books they read. Pupils also refine and improve their reading and also their writing skills well, for example researching topics such as 'Hinduism and Water-Aid', including when using computers.
- Pupils enjoy the wide variety of stimulating activities teachers provide to help them learn well in mathematics. Teachers place a strong emphasis on pupils learning basic number facts from an early age. They also help pupils to see the relevance of mathematics in everyday life. As a result, pupils are particularly enthusiastic when working to solve problems that are often encountered in real life. For example, pupils in Years 5 and 6 responded with determination when challenged to explore decimals and percentages and compile their own money problems. As a result, they made rapid progress.
- Teachers stimulate pupils' interest and develop their ability to write expressively across the range of subjects. For example, pupils wrote imaginatively about Buzzards and 'What the countryside means to me'. Pupils in Years 3 and 4 were also engrossed in writing about Cornish legends and this motivated them to include a wide variety of descriptive words to enrich their writing.
- At times, though, there is less consistency in the degree to which teachers focus on the development of pupils' ability to spell words and punctuate sentences accurately. For example, pupils do not always use the words which they have learned as spellings for homework in their subsequent work. Similarly, pupils do not apply the punctuation they have had corrected in teachers' marking accurately enough in their next piece of work. At times, this leads to pupils making less progress in spelling and punctuation than other aspects of writing.
- Teachers take great care to display carefully chosen examples of pupils' work and other supportive guidance around the school and in the classrooms to enrich their learning. Pupils readily use this guidance and a range of other easily accessed resources such as dictionaries, number lines and grids and lap top computers to inform their learning.
- Teachers mark pupils' work very effectively and provide useful information to pupils, which helps them to improve.
- Teachers collaborate very closely with teaching assistants and share the information they gather about pupils' developing skills. This team work enables staff to ensure that work and the level of adult support pupils receive are effective in helping those across the range of abilities to learn well.

The achievement of pupils

is good

- Achievement is good and has been strengthened since links were established with its partner school.
- Instability in staffing leading to variable teaching since the previous inspection, contributed to a fall in standards in 2013. This was particularly evident at the end of Years 2 and 6.
- New leadership and refreshed stability in staffing has restored the good quality and consistency of teaching over the past eighteen months. As a result, boosted by good and sometimes better teaching, the levels of skill demonstrated by pupils as they move through the school have improved substantially this academic year.
- Pupils' skills are now above those typically expected for their age in reading, writing and mathematics, at the end of Years 2 and 6. This shows that pupils are now well prepared for the next stage of their education by the time they leave the school.
- Pupils continue their good progress in all classes, particularly in reading and mathematics. All pupils develop good speaking and listening skills and make at least the progress expected of them in reading, writing and mathematics.
- A higher proportion of pupils than found nationally make good progress, especially in reading and mathematics. Several pupils also show good skills in the expressive arts and sport in response to skilled teaching.
- Reading is a strength of the school and pupils make rapid and sustained progress from their different starting points. Pupils make a good start in learning to enjoy popular story books and in understanding phonics (the link between sounds and letters). They develop a keen interest in books and use their understanding to read with increasing fluently and accuracy as they move through the school. Pupils' reading skills are enhanced by plentiful opportunities for them to read books and to use them when researching topics with staff and volunteers at school. Pupils also benefit from good support in reading at home.
- All groups of pupils achieve well, including an increasing number arriving from other schools later than the normal time. This is because staff check the pupils' needs very carefully and provide them with effective

academic and pastoral support.

- At present and over time there are very few disadvantaged pupils in receipt of pupil premium support in Year 6. This makes comparisons between their attainment and that of other pupils in the school and nationally statistically unreliable.
- Disadvantaged pupils benefit from tailored-made support that includes them in the full range of school activity and boosts their readiness to learn. Consequently, checks of their responses in class and work in books show they make the same good progress as their classmates, which is better than other pupils nationally.
- This year, school records and pupils' work show that the progress and attainment of the most able pupils has also been improved with particular success. In Year 6, for example, a higher proportion of pupils are demonstrating higher levels of skill in all subjects than would normally be expected for their age.
- This is especially the case in reading and mathematics and increasingly in the expressive quality of pupils' writing in response to stimulating teaching. At times though, as other pupils, their spelling and punctuation skills are less developed.
- The very few disabled pupils and those with special educational needs achieve well. Staff are swift to identify any pupils with learning needs or who are at risk of falling behind. They provide carefully planned additional adult support to ensure that these pupils also make good progress similar to their classmates.

The early years provision

is good

- The close partnership between the two teachers in the Reception and Years 1 and 2 class underpins their good leadership and management of the early years provision. Leaders have also enlisted specialist support from the local authority and from colleagues in the partner school to rapidly improve provision over the past year.
- Most notably, outdoor learning opportunities have been significantly improved. As a result, children develop a love of school and show a keen interest in learning. This was seen during the inspection when children were fascinated and amazed that 'magic' blue sand floated on top of the water. As in all other activities, their lively questions were skilfully answered by an adult to extend their understanding.
- Teachers and teaching assistants work very closely with parents. They enjoy and promote warm relationships at the beginning and end of the school day to sustain a strong partnership in support of the children's learning at home and school.
- School leaders have re-established beneficial links with the re-opened pre-school. This has strengthened induction arrangements so that children can enjoy a smooth and happy start to school. Leaders and staff are also diligent in ensuring that children are kept safe.
- Children are stimulated by good teaching and by equally enriching learning experiences indoors and outside. As a result, children make good progress and achieve well during their time in Reception. At times teaching and children's progress are outstanding, especially in developing the children's very supportive relationships and self-confidence in learning.
- Teachers and teaching assistants work well together and are diligent and effective in sustaining consistent procedures, which support children's good progress. As a result, children show great respect to adults, listen very carefully to instructions and follow them carefully. Children also relate very warmly towards each other and their behaviour is outstanding.
- Teachers provide an effective balance of indoor and outdoor activity and of work and play led by adults and chosen by the children themselves. As a result, children make at least good progress across the areas of learning.
- Adults encourage children to have fun in learning and to share ideas. They question children supportively to tease out and develop their ideas. Teachers also extend the children's awe and wonder in the natural world. For example, children build dens out of sticks in the school's garden and pond area and visit the 'forest school area' to continue learning in a natural environment. These experiences also strongly promote the children's spiritual, moral, social and cultural development.
- Staff keep comprehensive records and accurate assessments of children's developing skills and progress. These are fully shared with parents and present a clear picture of children's enjoyable and successful learning.
- Records show that children achieve well in relation to their starting points. Most reach a good level of development across the areas of learning, and often excel in their communication and writing skills. All children are well prepared to continue good learning in Year 1.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	111911
Local authority	Cornwall
Inspection number	449573

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	64
Appropriate authority	The governing body
Chair	Dawn Howarth
Headteacher	Mike Jelbert
Date of previous school inspection	17–18 March 2010
Telephone number	01208 821326
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