

Stoke Climsland School

Inspection report

Unique Reference Number	111967
Local Authority	Cornwall
Inspection number	337795
Inspection dates	26–27 May 2010
Reporting inspector	Robert Pyner

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	156
Appropriate authority	The governing body
Chair	Lesley Dingle
Headteacher	Vicky Rigby
Date of previous school inspection	6 June 2007
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and an additional inspector. The inspectors visited 14 lessons and observed seven teachers. They held meetings with senior leaders, governors, staff, groups of pupils and also spoke to parents and carers. Inspectors observed the school's work, and looked at progress tracking and performance data, the school development plan, governors' minutes, pupils' work and numerous policies, guidelines, plans and reviews. The questionnaire responses from 60 parents and carers, 90 pupils and 23 staff were also analysed.

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

- how well strategies to improve pupils' achievement in Key Stage 1 and for boys in Key Stage 2, particularly in writing, are having an impact on outcomes
- how successfully pupils develop their understanding of cultural diversity and community cohesion within Britain and abroad
- the effectiveness of the curriculum in meeting pupils' needs and interests and in particular, how well information and communication technology supports learning

Information about the school

Stoke Climsland School is smaller than average and serves a large rural area. The proportion of pupils entitled to free school meals is well below the national figure, and most pupils come from White British backgrounds with few from minority ethnic groups. The overall percentage of pupils with special educational needs and/or disabilities is broadly average, but the proportion of pupils with a statement of special educational needs is over twice the national figure. Pupils are taught in seven classes but sizes vary depending on the overall number in each year group. More pupils join or leave the school partway through their primary education than is usually found nationally

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

Stoke Climsland School provides a good standard of education. There are several areas which are outstanding and these focus on the care and support for all pupils, but particularly vulnerable children and their families. Additionally, there is high-quality engagement and consultation with parents and pupils in order to develop provision and review developments. It is not surprising that in the responses to the inspection questionnaire almost all parents and carers noted that they were happy with their child's experience at the school, and that the school takes account of their concerns and suggestions. This is a testament to the work of the headteacher, who has worked successfully to develop an inclusive school community and inspired staff and governors to work as a very cohesive team.

The school is in a good position to accelerate improvement across all aspects of its work due to:

- the development of an effective curriculum which provides wide-ranging opportunities that match pupils' aptitudes, abilities and interests
- effective self-evaluation procedures which lead to a good understanding of the school's strengths and weaknesses
- the implementation of a clear system for tracking pupils' progress, which is being used effectively to provide timely intervention for pupils in danger of underachieving
- the shared drive displayed by all staff and governors to improve provision and raise achievement

The care, guidance and support for pupils are outstanding, and they say that they feel very safe in school and greatly appreciate the work of the staff. The school is rightly proud of its nurturing approach and its work with individual pupils to ensure that they can make the most of all aspects of school life. The school's excellent links with a broad range of partners generate wide-ranging opportunities for both the pupils and the wider community. Links with a school in Uganda are strong and give pupils a good understanding of the differences between the two communities. Recent links with a school in Birmingham are beginning to provide opportunities for younger pupils to consider cultural diversity and community cohesion within this country, and this is reinforced by some of the topics within the curriculum. However, this is yet to be fully established across all year groups.

All groups of pupils achieve well. They enjoy lessons, are keen to learn and confidently share their thinking with each other and adults. Pupils are proud to attend the school. They are polite, positive and friendly, and they behave well. All aspects of their work are celebrated and this contributes to the development of the spiritual and cultural aspects of pupils' learning.

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The quality of teaching is good and the school has an effective system of monitoring and support for staff. Teachers have strong subject knowledge and their relationships with pupils are very good. Inspectors found examples of sharply focused marking which provided pupils with general views of how well they are doing and some specific guidance on how to improve. However, the quality was not consistent across the school. Furthermore, pupils do not have consistently good opportunities to assess their own work.

What does the school need to do to improve further?

- Accelerate progress in pupils' learning by:
 - ensuring a more consistent approach to marking so that pupils have a clearer idea of the next steps they need to take to improve their understanding and skills
 - developing more consistent opportunities for pupils to assess their own work
- Build on the recently established link with a school in a contrasting area to develop pupils' understanding of cultural diversity and community cohesion within Britain.

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

Attainment is currently average but improving in English, mathematics and science in the older year groups. A marked improvement in the 2009 results reflected the impact of the implementation of the new curriculum. School tracking data indicate a further improvement this year, particularly in writing. Taking pupils' starting points into account, this represents good progress across the school for both boys and girls. Pupils' learning and progress are strongest in classes where focused teaching on specific key skills, challenging questioning and effective pace in lessons lead to good achievement. Pupils have positive attitudes to their learning and work hard in lessons. For example, during the inspection, older pupils were interested and enthusiastic when challenged to complete a mathematics task which required them to think through a strategy to move counters with the fewest moves. The supportive atmosphere enabled the pupils to share and discuss their attempts and they were prepared to discuss any errors they had made. Pupils are proud of their school and talked with authority about the many responsibilities they have, including the school and eco councils, the junior road safety officers and selling fruit at break time. They have an excellent understanding of how to stay safe and healthy, particularly enjoying the 'wake and shake' session each morning. One pupil said: 'It wakes your brain up!' The school plays a very important part in the life of the community of Stoke Climsland through, for example, musical performances, presentations to the parish council, pupils helping to design the play apparatus on the village green. Pupils are well behaved, polite and friendly. Pupils' cultural development is enhanced by a wide range of opportunities in music and art

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
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	2
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	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The teachers know all the pupils very well, and this knowledge helps them to meet the needs of children with special educational needs and/or disabilities so they can play a full part in lessons. Teaching assistants and teachers work very well together and this is a feature in the good progress made by all pupils, but particularly vulnerable children. During the inspection, there were a number of examples of good learning resulting from individual or small group activities supported by teaching assistants. Teachers have good subject knowledge and use resources, including interactive whiteboards, well. The best lessons proceed at a good pace, with challenging questioning by the teacher to develop pupils' thinking. Marking is inconsistent. Work is marked regularly and some offers pupils general guidance on how to improve, and it can be lengthy. However, it is not generally specific and sharply focused on the small steps each pupil needs to take to improve their work. Pupils do have some opportunities to assess their own work or review it with a partner in lessons and some procedures are quite sophisticated. However, this practice is also inconsistent.

Staff have worked hard to develop a curriculum based on the abilities, aptitudes and interests of the pupils, and it is now fully implemented. This is beginning to have a positive impact on attainment and progress. Pupils enjoy the topics and can talk knowledgeably about them. An important feature is the extensive use of information and communication technology (ICT) across the topics to reinforce and extend learning and

¹ 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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skills. A good example of this was the space cartoons created by pupils during the inspection. This development of ICT reflects one focus of improvement work since the last inspection. The curriculum is well supported by visitors to the school, trips related to topics and extra-curricular activities. An excellent range of opportunities to take part in music activities and learn instruments are greatly enjoyed by pupils. The school site is used very well to enhance learning.

Parents and carers and the pupils themselves recognise and greatly appreciate the outstanding care, guidance and support provided by the school. Pupils have a very high level of confidence in the adults in the school to help them overcome any difficulties. Support for vulnerable pupils is an exceptional aspect of the school's work and this is reflected in high attendance rates and tailored support for individual children and their families. Transition arrangements within the school and the linked secondary school are very effective.

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 governing body is firmly committed to improvement and brings a range of relevant skills to the strategic management of the school. It understands its strengths and weaknesses and provides effective challenge and support. The headteacher and senior leaders are a formidable team committed to improving outcomes for all pupils, and they have taken important steps to bring this about. Examples of this are the development of a creative curriculum and implementation of the improved pupils' progress tracking system. These developments are beginning to raise attainment and improve the progress made by pupils. Senior leaders review progress data regularly and the outcomes are used well to inform teachers' performance management.

The headteacher is strongly committed to ensuring that equal opportunities are promoted and discrimination in any form tackled. In this, she is supported by all staff and governors, and parents and carers appreciate that vulnerable pupils receive specific support and help. Safeguarding procedures are good. The headteacher works hard to engage with parents and carers and gather their views through, for example, surveys, curriculum meetings and even texting parents and carers with specific messages. The school has responded well to the requirement for schools to help pupils gain understanding of communities different from their own in terms of the local and global aspects, but plans to establish links with a school in another part of Britain, although

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initiated, are at an early stage.

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
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	1
The effectiveness of partnerships in promoting learning and well-being	1
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 start school with skills, knowledge and understanding that vary from year to year but are generally broadly in line with or below expectations for their age. Over their time in the Early Years Foundation Stage, children make good progress, although this is a little less marked in writing and language skills. Children feel safe at school because all adults know them very well and take good care of them. Their personal and social skills develop well because they learn to consider the needs of others and they behave well. An example of this was seen when a group of children chatted happily together when washing their bicycles and could explain what they were doing as they completed the task. Adults work as a team to make lessons fun. They plan carefully so that Reception children have a good range of activities with lots of practical work and opportunities to explore things for themselves, although there are fewer opportunities for children to develop their numeracy skills outside the classroom. Adults make effective records of the progress made by children and this feeds into planning for future group and individual activities. The Early Years Foundation Stage is managed well. The lead teacher has a good understanding of the needs of the children and deploys staff well to meet them, leading to excellent support and care.

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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

The overwhelming majority of parents and carers are happy with all aspects of their children's experience at the school. A few individuals felt that their child was not making enough progress, the school was less effective in providing information about their child's progress, and that it was not led and managed effectively. However, there was no particular pattern to their concerns, and the inspection team found that these aspects of provision were all at least good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stoke Climsland 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 60 completed questionnaires by the end of the on-site inspection. In total, there are 156 pupils registered at the school

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	58	23	38	2	3	0	0
The school keeps my child safe	32	53	28	47	0	0	0	0
The school informs me about my child's progress	20	33	36	60	4	7	0	0
My child is making enough progress at this school	22	37	31	52	7	12	0	0
The teaching is good at this school	30	50	24	40	1	2	0	0
The school helps me to support my child's learning	27	45	27	45	4	7	0	0
The school helps my child to have a healthy lifestyle	30	50	29	48	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)	24	40	30	50	1	2	0	0
The school meets my child's particular needs	24	40	30	50	1	2	0	0
The school deals effectively with unacceptable behaviour	28	47	37	62	3	5	1	2
The school takes account of my suggestions and concerns	20	33	38	63	2	3	0	0
The school is led and managed effectively	27	45	27	45	5	8	0	0
Overall, I am happy with my child's experience at this school	36	60	23	38	1	2	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



28 May 2010

Dear Pupils

Inspection of Stoke Climsland School, Callington PL17 8ND

Thank you for welcoming the inspection team on our recent visit to your school. Many of you spoke to us and showed us your work. Special thanks should go to the school council members, Eco team and junior road safety officers who took the time to talk to my colleague. We enjoyed our time with you and it was very interesting to hear your views, and these helped us to reach our judgements. This letter is to inform you of our findings.

Your school is good overall and there are some aspects that are outstanding. One of these is the way the school keeps you safe. Your parents and carers really appreciate this. Another excellent aspect is the way you have responsible jobs around the school to help each other and make the school even better. You also share your skills in the wider community of Stoke Climsland. You have a very clear understanding of how to live healthily and you thoroughly enjoy school, as shown by your very good attendance. You told us that you really like the topics in your classes and I enjoyed learning about Percy the park keeper! You are rightly proud of the displays of your work around the school. In your work, you are making good progress overall, and I know that your headteacher and staff are working hard to help you do even better.

I have asked the headteacher, staff and governors to work on some areas to improve your learning and achievement even further. The first is for your teachers to use the best examples of marking found in the school to give you clear ideas on how to improve your work, and to involve you more in this. We have also asked your teachers to develop the recent links with a school in Birmingham so that you increase your understanding of what it is like to live in other parts of Britain

You can help by doing your best at all times and making the most of the many opportunities that you have at school. I hope that you will, and I wish you well for the future.

Yours sincerely

Robert Pyner

Her Majesty's Inspector

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