

# Callington Primary School

## Inspection report

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<b>Unique Reference Number</b>	111950
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	357009
<b>Inspection dates</b>	18–19 January 2011
<b>Reporting inspector</b>	John Carnaghan

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	355
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Amelle Alderson
<b>Headteacher</b>	Matthew Shirley
<b>Date of previous school inspection</b>	22 April 2008
<b>School address</b>	24 Saltash Road Callington Cornwall PL17 7EF
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## Introduction

This inspection was carried out by three additional inspectors. They observed 19 lessons taught by 14 teachers. Meetings were held with pupils, staff and members of the governing body. Inspectors observed the school's work and looked at the school's assessments, policies, documents and records, including 100 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Pupils' recent and present attainment to determine whether improvements in teaching are promoting better progress.
- The extent to which monitoring is leading to improved teaching.
- The impact of curriculum and care on pupils' development and learning.

## Information about the school

Callington Primary School is larger than average. Most pupils are of White British heritage and almost all speak English as their first language, although the numbers of Polish-speaking pupils has increased recently. The proportion of pupils with special educational needs and/or disabilities is below average; the largest group of these pupils have speech, language and communication needs. The school includes a Nursery. A number of new staff have joined the school in recent years.

**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

Callington school provides a good education. It is improving in many ways and developments are having a positive impact on pupils' progress. Staff are well led by the headteacher and share a strong sense of purpose, and a determination to provide stimulating experiences and strong support for all pupils. The school works well to identify pupils who need extra help and acts decisively to support their learning and personal development. By the time pupils leave, their attainment is broadly average in English and mathematics. Given their starting points, the achievement of all groups of pupils is good.

Teaching has improved since the previous inspection and much of it is good or better. Most lessons are lively and enjoyable experiences where adults and pupils collaborate happily in learning. However, some inconsistencies remain. Occasional lessons, for example in science and topic work, do not offer the correct degree of challenge for all pupils. Teachers mark pupils' work thoroughly and offer advice, but their comments are not often linked enough to pupils' targets. The curriculum provides a wealth of interesting experiences and the excellent provision for community cohesion promotes pupils' excellent engagement with the local community and broadens their horizons. Pupils' personal development is good. The school is calm and harmonious, relationships are positive and behaviour good.

Children's attainment on entry to the Early Years Foundation Stage varies but their skills and abilities overall are below that expected. Children make a good start to school in the Early Years Foundation Stage, notably developing the strong social skills that are such a feature of the school. Outside areas provide a less stimulating environment than in the classrooms; outdoor resources are limited so not all elements of learning can be easily pursued in the open air.

Thorough, systematic self-evaluation provides senior staff and the governing body with an accurate picture of the school, enabling leaders to prioritise effectively and develop well-grounded plans for the future. Concerted actions to improve behaviour and teaching have been very effective, leading to better progress and strong personal development for all groups of pupils. The school runs smoothly. Its capacity for sustained improvement is good.

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

- Use the good teaching already present in the school as a model to eliminate inconsistencies, so that the large majority of lessons are good or better. In particular, make sure every lesson is sufficiently challenging and improve the way

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targets are used to give better guidance to pupils on how to improve their work.

- Develop the outside play environments dedicated to the Early Years Foundation Stage so that they are stimulating learning areas with a wide choice of equipment and activities.

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

Pupils enter Year 1 with attainment that is close to average, although this has fluctuated in the past. For example, the attainment of those presently in Years 5 and 6 was below average when they started the National Curriculum in Year 1. The school's emphasis on promoting high-quality teaching and learning is paying off, increasing pupils' progress. Lessons have good pace, maintaining a very strong focus on learning objectives, and most teachers carefully reinforce and consolidate what has been gained. A Year 5 English lesson on writing instructions used the Harry Potter books as a theme. Pupils worked in costume and acted in role to develop their understanding. The teacher's consistent focus on meeting the lesson objective of improving specific writing skills kept everyone focused and led to excellent learning by all.

The school uses assessment to quickly identify any pupils who may fall behind. It acts on this information to provide carefully targeted intervention. Pupils' attainment is average and is slowly improving; it is above average in speaking and listening. Pupils are fluent, confident speakers. Given their starting points, this attainment represents good achievement for all groups of pupils, including those with speech, language and communication special needs and those of Polish origin.

Pupils enjoy school. They get on very well with one another and adults, and so work comfortably together in pairs and groups. Good behaviour is the norm in classrooms and the playground, and pupils are keen to live up to teachers' high expectations. Pupils report bullying is rare and firmly dealt with when it occurs. They feel safe and have a good grasp of what is needed to grow up into healthy citizens. Pupils' enjoyment of the healthy meals and the good choice of food available is evident in the growing numbers eating school lunches. Most are very complimentary about the wide range of sports available at the end of the school day, appreciating the opportunities for competitive sport and participating in large numbers.

The curriculum provides good opportunities for pupils to develop a healthy respect for what is safe and what is not. Pupils show a good knowledge of potential dangers when travelling by road and an equally good understanding of the possible perils in misusing the internet. They show sound levels of attainment in the basic skills of literacy, numeracy and computing, giving them satisfactory preparation for their future well-being. Attendance is improving and is broadly average.

Pupils are proud of, and committed to, their school and have few criticisms to make. Many take on responsibilities, such as looking after younger ones in the playground. The school council is a valued and active group that provides pupils with excellent opportunities to make their views heard and to put into action the sensible changes they suggest, such as to playground facilities. Pupils actively take part in wider forums,

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participating in consultation on facilities in the town for young people, which gives them very good opportunities to understand issues facing the local community.

The school is welcoming to new pupils from different areas and backgrounds. Pupils demonstrate a good grasp of different cultures and they talk about everyone being different but of equal worth. Pupils enjoy opportunities in assemblies and lessons to reflect on themselves and others. Their fine behaviour and positive relationships, including their roles as peer mediators, are a strong testament to their good moral and social development.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	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
<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>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</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?**

Thoughtful planning ensures the curriculum is both imaginative and well adapted to pupils' needs and tastes, promoting good learning. Topics that link subjects together, like 'the Greeks' and 'after the blitz', are stimulating and end with an exciting event, for example a Greek-style 'olympics'. Good planning ensures all subjects are fully covered and provides for continuity of learning. Pupils speak warmly of the excellent range of enrichment activities. These comprise numerous popular sporting and other after-school

<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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clubs, as well as visits, including a residential trip to France. Visitors also enliven pupils' experiences and all pupils benefit from incoming teachers who enhance the good provision in sport and modern foreign languages. Many curriculum developments are relatively recent; they have helped improve teaching but have not yet produced outstanding outcomes for pupils.

Strong monitoring has improved teaching and, although there are still occasional inconsistencies, most lessons are now good or outstanding. Lively teaching is a great motivator and many lessons are such fun that pupils adopt very positive attitudes to their studies. Pupils in an excellent Year 6 mathematics lesson had numbers on their foreheads which they then had to identify by asking the right questions of their classmates. This rapidly refined their understanding of mathematical vocabulary and the properties of numbers.

Pupils are managed with calm confidence, they collaborate with one another most effectively and behaviour in classrooms is often outstanding. Their pleasure in learning is fortified by teachers' consistently clear expectations to ensure that each pupil meets the lesson's learning objective. Most lessons are planned to offer precisely honed levels of support and challenge, but a few, outside English and mathematics, are not planned well enough to get the best from all levels of ability. Marking of pupils' work is regular and supportive but only infrequently links advice to pupils' targets, so that the next steps in learning are not always challenging enough.

The school is very welcoming and works effectively to ensure that all groups of pupils have every opportunity to learn and succeed. For example, it has worked hard to welcome Polish families into the area, translating letters into Polish and running regular coffee mornings. Pupils with special educational needs and/or disabilities are well supported and parents and carers, pupils and staff work collaboratively to develop and review progress plans. Well-targeted support is often effective in overcoming difficulties for pupils who might otherwise struggle. A lunchtime nurture group provides a haven for those pupils who find friendship difficult or who need a quiet time.

Outside groups, like education welfare officers, work closely with the school to provide additional support. The school has had success in reducing the number of persistent absentees and has a clear strategy to reduce the number of families who take holidays in term time, with the help of outside agencies, and this is already showing some impact.

*These are the grades for the quality of provision*

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

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## **How effective are leadership and management?**

The senior management team, ably led by the headteacher, demonstrates a shared vision and ambition for the school, and a desire to improve outcomes for all. All senior staff work cohesively, communicating high expectations and tackling key areas identified for improvement. Numerous new staff have settled well into the school, helping to transform its ethos. As a result of effective monitoring, teaching has improved and this, in turn, is raising attainment and progress. A strong focus on equality of opportunity ensures consistent progress and no discrimination. Thoroughly executed self-evaluation activities provide very clear indications of both how well pupils are taught and their progress. The school sets itself challenging targets and has realistically high expectations for continuing improvement.

The governing body shows a good understanding of the school, based on systematic monitoring. It analyses assessment information with care and is keen to support and challenge the school, but tends to be reliant on information presented by the school rather than that gleaned independently. The governing body is proactive in ensuring the school is safe and discharges its statutory duties effectively. Pupils and parents and carers report that they feel the school is a safe place. The school's safeguarding procedures meet all requirements and there are well-developed quality assurance and risk assessment systems. However, not all procedures are completely up-to-date. All staff and pupils receive a thorough induction in safety issues and the school site is secure.

Parents' and carers' views are regularly canvassed and results inform the development of the school's priorities, such as its increased emphasis on community cohesion. The headteacher is readily available to meet parents and carers, and the school is open at the start and end of each day, providing good opportunities for the informal exchange of information between staff and parents and carers. Newsletters, the school website, regular parents' meetings and a text service keep parents and carers well informed about school life and pupils' progress. Close partnerships with local schools provide additional expertise in areas like moderation of the school's assessments. The nearby community college provides sports coaches and other specialist staff to enliven the curriculum. Regular links with town events, like the autumn fair, broaden pupils' experiences.

The school's clear analysis of its context identified community cohesion as a priority for improvement. The recent equality and diversity week provided excellent opportunities to widen pupils' understanding of different ethnic groups, faiths and minorities within the United Kingdom. Numerous associations with local groups, such as the town band, promote strong relationships with the immediate community and the school is itself a highly cohesive unit. Valuable associations with schools in Australia, Ghana, Kenya, France and China have been very beneficial to pupils' global understanding and to developing language skills. The local community college provides lessons in Mandarin that assist in the preparations for a planned visit of pupils to their Chinese partner school.



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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Most children make good progress in both Nursery and Reception towards the national early learning goals. They leave Reception with average levels of attainment, appropriately prepared for more formal education. They develop good social skills, learning to play both independently and together, finding out how to take turns and respect one another, and becoming more responsible for their own learning. They demonstrate good judgement in keeping themselves and others safe. Children become confident in talking to one another and adults, learning to express their views and feelings.

Adults plan carefully to provide a good mix of teacher-led and child-initiated activities, covering the required areas of learning. Plans are adapted to suit children's needs and classrooms are exciting places to learn. Outside areas are less interesting, and resources are a little tired and do not fully support some areas of learning. For example, there are few opportunities for children to write in the outside environment. The high ratio of adults to children ensures good levels of care and each child is well known to all staff. Safeguarding is a high priority. Good assessment helps to track learning, building up an accurate picture of each child's development and enabling rapid interventions to be made when required.

Good leadership has improved the Early Years Foundation Stage. In particular, effective monitoring has ensured greater consistency of teaching across the age range. Staff work together very well, sharing a common sense of purpose and good practice. Parents and carers are welcomed into the school and encouraged to work with their children as part

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of morning routines. Children's learning journals are regularly shared with parents and carers.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

Parents and carers express very favourable views. Most are happy with their child's experience of school. One typically favourable comment was, 'I am extremely happy with the service the school provides and look forward to seeing CPS go from strength to strength.' Very few issues were raised in the Ofsted questionnaires. A few parents and carers expressed anxieties over behaviour, pupils' progress and how the school listens to their concerns. Inspection evidence shows that pupils behave and progress well and that the school is keen to listen to any parental concerns.

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

The inspection team received 100 completed questionnaires by the end of the on-site inspection. In total, there are 355 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	69	69	27	27	1	1	2	2
The school keeps my child safe	58	58	41	41	0	0	0	0
The school informs me about my child's progress	43	43	47	47	3	3	0	0
My child is making enough progress at this school	47	47	42	42	7	7	0	0
The teaching is good at this school	50	50	46	46	1	1	0	0
The school helps me to support my child's learning	44	44	49	49	6	6	0	0
The school helps my child to have a healthy lifestyle	45	45	47	47	5	5	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)	33	33	52	52	4	4	0	0
The school meets my child's particular needs	41	41	52	52	2	2	3	3
The school deals effectively with unacceptable behaviour	36	36	46	46	9	9	0	0
The school takes account of my suggestions and concerns	30	30	57	57	7	7	1	1
The school is led and managed effectively	48	48	44	44	0	0	1	1
Overall, I am happy with my child's experience at this school	56	56	40	40	22	2	2	2

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



20 January 2011

Dear Pupils

Inspection of Callington Primary School, Callington PL17 7EF

Thank you for the kind welcome that you gave to the inspectors when we visited your school recently. It was a pleasure to meet and talk with such polite, well behaved and enthusiastic young people. We were pleased to note how happy you are and how few concerns you have.

Callington Primary School provides a good education. You are making good progress. This is mainly because teaching has got much better and most lessons combine good learning with very enjoyable activities. The mix of subjects, known as the curriculum, is interesting. The way the school makes use of international links is outstanding. You are all kept safe and well cared for. Continual improvements come about because the headteacher and staff work well together to check up on and develop the school and to plan for the future.

We have asked the school to focus on two areas that need improvement:

- Make sure all lessons provide challenging, supportive activities for every pupil and, when teachers mark your books, they should pay more attention to your targets. □
- Develop the outside learning areas for the Nursery and Reception classes so they are better equipped, helping the youngest children to learn as well out of doors as they do inside.

All of you can help by continuing to behave well, and work hard. Once again, thanks for all your help. It was a great pleasure to meet you.

Yours sincerely

John Carnaghan

Lead inspector

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