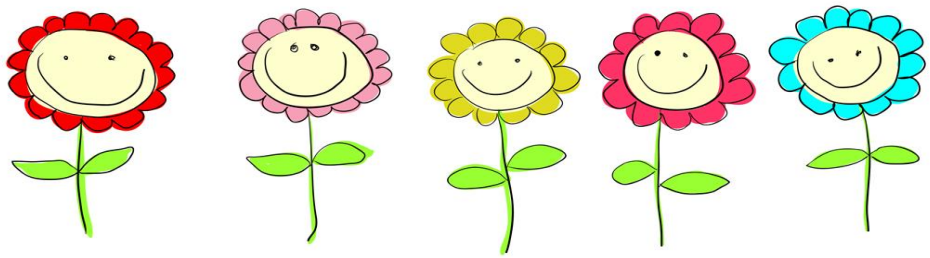
Otterham Community Primary School



PROSPECTUS

2017-2018



OTTERHAM C P SCHOOL

Playing, Working, Learning and Living Together

Welcome to Our School

On behalf of the staff, governors, and parents and of course children I would like to welcome you to our School Prospectus.

As a school we are passionate about taking children out to explore their local environment (Cornwall) and discover what it has to offer to enrich their learning experiences. We also travel further afield (e.g. London, Bristol, France) to give children a greater awareness of where they live and a 'sense of place'. For children living in this beautiful but remote part of the country it is important to broaden their horizons.

A great emphasis is also placed on children learning using the outdoor environment around the school. The grounds have been developed over the years to provide a range of opportunities for use throughout the curriculum. Our school garden has recently undergone a transformation to compliment the wormery and weather station which have been made and a range of sculptures and seating areas which are provided for children's use and enjoyment.

The children here enjoy a huge range of after school clubs that change from season to season. Some regular opportunities include Drama, Tag Rugby, Lego, Gymnastics, Dance, Badminton, Gardening, Football, Athletics, Cookery, Orienteering, Archery and Film Club. Sport has always featured highly at Otterham and as a result of specialist teaching we have had many successes in local competitions over the years, especially in Tag Rugby, Football, Netball and Swimming.

The school employs specialist teachers to deliver a range of other subjects including French, Drama, Music and Religious Education. This ensures that the creative curriculum is taught effectively on a weekly basis.

Children in year one upwards are all offered a residential experience on a yearly basis which the vast majority partake in. The younger children spend one night away somewhere relatively local (Boscastle for Y 1/2, Tintagel, Westward Ho! or Nine Ashes Scout Camp for Y 3/4) and the oldest children have ventured to London, France, The Isles of Scilly and Okehampton for their three day, two night residential. These experiences work wonders on the hidden but vital attributes of self-esteem, independence, confidence and organisational skills.

I do hope you find the information contained with this Prospectus useful.

Kind regards

Helen Ward
Headteacher



OTTERHAM C P SCHOOL

Playing, Working, Learning and Living Together

School Information

Address	Marshgate Camelford Cornwall PL32 9YW
Telephone	01840 261344
Email	secretary@otterham.cornwall.sch.uk
Website Address	www.otterhamschool.co.uk
Pupils on Roll	82
Type and Age Range	Primary School 4-11 years
Headteacher	Mrs Helen Ward
Chair of Governors	Mr Julian Elson
School Hours	9.00 – 12.00 13.00 – 15.30



OTTERHAM C P SCHOOL

Playing, Working, Learning and Living Together

Vision Statement

We aim to serve the community by providing high quality education and equipping our children with the skills necessary for the ever changing society in which they live.

Statement of Purpose

Our school is a learning community where we provide a stimulating, caring environment. We recognise and endeavour to meet the academic, physical, social and emotional needs of all our children and consistently challenge them to become well motivated, independent, lifelong learners.

School Rules

Our five simple school rules are:-

- We will take care of the equipment and building
- We will listen when being spoken to
- We will be friendly and helpful
- We will treat others how we would like to be treated
- We will try our best at all times



OTTERHAM C P SCHOOL

Playing, Working, Learning and Living Together

Staff Members

Headteacher	Mrs Helen Ward
Class 1 Teacher	Mrs Claire Humber
Class 2 Teacher	Miss Sheridan Percival
Class 3 Teacher / Assistant Headteacher	Mrs Julie Blackburn
Class 3 Teacher	Miss Katie-Jane Goodman
PE Teacher	Mr Nic Osborne
Inclusion Co-ordinator	Mrs Sally Burke
French	Mrs Jo Hooper
Teaching Assistant	Mrs Trish Foley
Teaching Assistant	Mrs Lynnette May
Teaching Assistant	Mrs Debbie Routly
Teaching Assistant	Mrs Barbara Arnott
Teaching Assistant	Miss Theresa Forbes
Teaching Assistant	Mrs Becky Culver
Teaching Assistant	Mrs Sarah Murray
Secretary	Mrs Kerry Piper
Clerk to Governors	Mrs Hilary Dipper
Catering Manager	tba
Groundsman	Mr Pete Culver
Site Cleaner	Miss Theresa Forbes

Governors

Chair of Governors/LA	Mr Julian Elson
Vice Chair of Governors/LA Governor	Mrs Naomi Quinn
Staff Governor	Mrs Trish Foley
Parent Governor	Mrs Rachael Quinn
Parent Governor	Mrs Sarah Northcott
Community Governor	Mr Nic Osborne
Community Governor	Mrs Gayle Crocker



"Playing together" "Working together" "Learning together" "Living together"

OTTERHAM C P SCHOOL

Playing, Working, Learning and Living Together

Our Aims

- Enjoying and Achieving
  To provide an interesting and broad range of learning activities and environments, meeting the requirements of the National Curriculum, that both stimulate and challenge children into becoming motivated, confident and independent learners in their future education

- Achieve Personal and Economic Wellbeing
  To encourage and provide opportunities for our children to explore their abilities, praising and acknowledging their achievements in order to help them acquire the attitudes, skills and knowledge to cope with the demands of their future lives

- Stay Safe
  To give every child an equal opportunity to develop in a safe and secure environment in which all pupils and adults thrive. This includes e-safety, making sensible choices regarding the use of technology

- Make a Positive Contribution
  To be aware of own needs and be sensitive to others and the world around them, applying the values of courtesy and consideration towards others, understanding their importance in the community at large

- Be Healthy
  To promote health and well-being by improving awareness of the importance of all the physical, social, moral and emotional needs of life, thereby enabling our children to make sound and informed judgements and choices

Our Values



- Respect
- Humour
- Positivity
- Inclusion
- Cooperation
- Creativity
- Resilience
- Aspiration

Last Reviewed: September 2017

OTTERHAM C P SCHOOL

Playing, Working, Learning and Living Together

Admissions



The Governing Body has chosen to follow the Cornwall Council Policy as explained in Cornwall Council's publication 'How to apply for a place in a Cornish Primary School'

The School caters for children aged 4 – 11 years who are admitted as full-time pupils, in-line with Cornwall Council Policy.

Your child will be eligible for a place in reception during the school year which runs from 01 September 2018 to 31 August 2019 if he/she was born between 01 September 2013 and 31 August 2014.

Although by law children do not have to receive full-time education until the term after their fifth birthday, in Cornwall all children who attend a Community or Voluntary Controlled school will be able to attend school full-time as follows:

If your child was born between 01 September 2013 and 31 August 2014, he/she will be able to attend school full-time from September 2018.

The new guidance from Cornwall Council is based on one entry point in September. You can request that your child attends part-time or delay starting school until he/she is of compulsory school age. Admission authorities must agree to such a request where it appears to be in the best interest of the child.

Cornwall Council – Admissions Team 0300 1234 101 www.cornwall.gov.uk/admissions

Parents considering sending their children here are welcome to visit us by arrangement and each summer a meeting is held for parents of prospective pupils.

Our school also has very close links with Little Otters Nursery. The Nursery is located by Otterham Village Hall, approximately 500 metres from our school. Should you require any further information regarding their facilities, please do not hesitate to contact them on 01840 261593.



Attendance

We encourage regular attendance in the following ways:

- Providing a caring and welcoming learning environment
- Responding promptly to a child's or parent's concerns about the school or other pupils
- Publishing and displaying attendance statistics
- Celebrating good and improved attendance

We expect that you will:

- ALWAYS encourage regular school attendance and be aware of your legal responsibilities.
- ALWAYS ensure that your child arrives at school punctually and fully prepared for the school day.
- Ensure that you contact the school whenever your child is unwell and unable to attend school
- Contact the school by 9 am on the first day of the child's absence and telephone every day thereafter unless your child has a doctor's certificate
- Contact us promptly whenever any problem occurs that may keep your child away from school

All schools follow Department of Education guidance with regard to school attendance. Their expectations are very clear, Head teachers should only authorise leave of absence in exceptional circumstances. Leave is unlikely, however, to be granted for the purposes of a family holiday. This means family holidays taken in term time will be coded as 'unauthorised'.

If it is absolutely necessary for your child to be absent from school during term time you must apply in writing to the Headteacher and Governors who will decide whether or not to authorise the absence having considered the following:

- Your child's record of attendance, which must be 95% or above
- If leave is granted, it shall not exceed 5 days in any one year
- The time of the leave, ensuring that it would not prevent the child from missing any important school events.



OTTERHAM C P SCHOOL

Playing, Working, Learning and Living Together

School Uniform

Otterham has a school uniform and much of it can be obtained from any clothing shop. However, the sweatshirts, cardigans and fleeces can be purchased from school and paid for via www.schoolmoney.co.uk

Girls

White/light blue polo shirt
Black, navy or grey skirt or trousers/shorts

Blue school sweatshirt	£7.00 each
Blue school cardigan	£9.50 each
Blue school fleece	£11.75 each

Blue and white gingham dresses can be worn during the summer



Boys

White/light blue polo shirt
Black, navy or grey trousers/shorts

Blue school sweatshirt	£7.00 each
Blue school fleece	£11.75 each

PE

Light blue polo shirt
Navy shorts
Plimsolls/trainers

Book Bags One will be provided when children enter school

Drink Bottles Containing water for drinking during class time.

Footwear Sensible footwear, black in colour.
Large bulky trainers are not suitable.

Please help us by making sure that every item of clothing and PE kit is clearly labelled.

No jewellery or make up must be worn in school.
If your child has pierced ears, small studs are permitted.

NO MOBILE PHONES are permitted in school



School Meals

Our school meals are provided on site by Cathy Wyatt our school cook. These meals provide the children with a healthy balanced diet and are served in our spacious hall. Any special dietary requirements can be catered for upon written request from parents.

All Key Stage 1 children (Reception, Year 1 and Year 2 are eligible to receive free school meals. Key Stage 2 children having school dinners should pay via www.schoolmoney.co.uk in advance. Meals cost £2.20 per day (£11.00 per week).

The children are encouraged to eat healthy snacks, in support of which children in Classes 2 and 3 receive a piece of fresh fruit or vegetable every day.

School Milk Scheme

Did you know our school has a school milk scheme?
By registering your child for our school milk scheme they will receive a 189ml (third of a pint) carton of semi-skimmed milk every day. This is delivered fresh and chilled to their classroom every day.

"How much does it cost?"
Thanks to government subsidies, school milk is free for all under-fives and is subsided at around £15 a term for children aged five or older.

"Why should I register my child?"
School milk provides your child with essential nutrients such as calcium and protein, for strong, healthy teeth and bones. It is also rehydrating and energy boosting, helping to bridge the long gap between breakfast and lunch so children stay focused.

Find out the top ten reasons to drink school milk at **www.coolmilk.com/whyschoolmilk**

"How do I register my child?"
If your child is under five-
1. Go to **www.coolmilk.com** or pick up a form from school.
2. Just register by a Tuesday for your child's free milk to start the following week.
3. Free milk will continue until the Friday before your child's fifth birthday. You will receive a payment request three weeks before this time- if you wish for your child to continue to receive school milk simply make a payment.

If your child is over five-
1. Go to **www.coolmilk.com** or pick up a form from school.
2. Pay Cool Milk online, over the phone, at a local PayPoint or by cheque in instalments to suit you. If registering online you can pay straight away, if using a registration form you will need to wait to receive a payment request.
3. Just pay by a Tuesday for your child's milk to start the following week.

"How do I find out more?"
Visit **www.coolmilk.com** or contact Cool Milk directly on 0844 854 2913.

Transport

The Local Authority provides a bus service which operates from Crackington to accommodate the school times.

Application for travelling on the school bus should be made to the local transportation office in Truro. Enquiries can be made at 0300 1234 100.

Class Organisation

The children are currently organised in three classes. We try to keep the classes fairly evenly balanced regarding size. With a wide age range and mixed ability in each class, much of the teaching is on an individual or small group basis. The children will all experience working alone, in pairs, in year groups, in ability groups, in friendship groups, in classes and as a school.

From September 2017 the school will be organised in to three classes as follows:-

Class 1 - Y4, Y5, Y6 Mrs Humber
Class 2 - Y2, Y3, Y4 Miss Percival
Class 3 - R, Y1 Mrs Blackburn / Miss Goodman

The children are taken on educational visits out of school. We also like to provide an opportunity for each class to stay or camp away from home for a few days in the Spring/Summer Term. We work closely with other small schools. We are part of the Moor and Coastal Co-operative Trust. The schools involved are: St Teath C P, St Breward C P, Port Isaac C P, Boscastle C P, Camelford C P and Sir James Smith's Community School.

Your Child's Learning

High Expectations, High Achievements

The broad and balanced curriculum will stimulate your child to acquire knowledge and develop individual skills.

Children's achievements are celebrated and everyone enjoys success and praise regularly during their time in school. We encourage children to become independent and confident in both their work and social development.

The children are taught by their own class teacher in mixed age classes. The staffing complement for each class is a fully qualified teacher and at least one trained teaching assistant.

The class teacher will get to know your child very well and will be pleased to involve you in their life at school. Children make progress at their own rates and in their own ways. It is important to value them as individuals and to provide learning opportunities that will build on their strengths and overcome their weaknesses.

The Curriculum

The National Curriculum includes the three core subjects; English, Maths and Science and six foundation subjects History, Geography, Technology, Music, IT, Art and Physical Education plus Religious Education. PSHE (Personal, Social, Health Education) and Modern Foreign Languages play a crucial additional role in our curriculum.

Attainment targets set out what children are expected to know and within targets there are levels of difficulty. Children's educational attainment is assessed by teachers and by national Standard Attainment Tasks at the end of each Key Stage. Key Stage 1 ends at seven years and Key State 2 at eleven years.

Our Reception children follow the Early Years Foundation Stage Guidance. This contains the Early Learning Goals, which are learning targets set by the government to prepare the children for when they start the National Curriculum in Year 1. Both Key Stage 1 and 2 follow the National Literacy and Numeracy Strategies. For the Foundation subjects they follow the National Curriculum and some of the Qualification and Curriculum Authority schemes of work.

We aim to provide a balanced curriculum to satisfy the needs of each child and to develop their full potential. Our policy is that all children work and progress at their own level and the work planned by the teachers takes account of these needs.

As a school we have created our own programmes of study, influenced by the Inspire Curriculum. Details of topics taught can be found on the school website under curriculum.

Parents receive a written report on all National Curriculum subjects at the end of each academic year together with Standard Attainment Tasks (SAT's) results at the end of each Key Stage. There will be formal opportunities for you to discuss your child's progress each year and parents are welcome to speak to a teacher at any convenient time.

Religious Education

Non-denominational Religious Education is provided for all children as part of the curriculum and is in accordance with the local agreed County Religious Education syllabus. Assembly is an important part of the school day when we gather together as a class or whole school. It is a time when we place emphasis on the development of values and attitudes towards each other and the world around us. Assemblies are non-denominational and although they are of a broadly Christian nature due consideration is given to the multicultural society in which we live.

Parents have the right to withdraw their children from religious education and collective worship should they so wish. If parents do not wish their child to be taught the agreed syllabus or take part in short acts of collective worship then they should inform us in writing. Their child can then be excused and suitable alternative arrangements made.

Homework

Our homework policy is available from the office for your information.

Educational Trips

We understand the value of children working in a variety of environments and where possible and appropriate we will offer educational trips to support work that is being done in the class room. We will always endeavour to keep costs to a minimum and where appropriate, school funds will support activities.

Activities such as weekly swimming and residential camping trips rely on contributions from parents.

Payment of voluntary contributions and permissible charges will be requested in advance.



Reporting to Parents

Implicit in our parent/school partnership is the invitation to parents to come into school if they have any problem or query and discuss it with their child's teacher or the Headteacher. In addition to this arrangement parents' evenings are held in the Autumn and Spring terms whereby appointments are made to enable parents and teachers to discuss, in confidence, children's progress and targeted areas for improvement in numeracy and literacy.

At the beginning of July a detailed written report on each child issued to parents, again, with targets set in English and mathematics, with an opportunity to discuss the contents with the teacher.

After School Clubs



There is a termly changing calendar of clubs e.g. netball, football, gardening, athletics, gymnastics, dance, choir, art and tag rugby. These clubs are predominantly run by teachers and teaching assistants who are all DBS checked.

There are opportunities for children to take part in sports festivals and tournaments with other schools throughout the year.

We welcome offers of help from parents and friends of the school who have a particular skill or who would like to help with any clubs.

Swimming



All education during school hours is free, although we do ask for a voluntary contribution towards the cost of transportation to and from the swimming pool. Class 1 (Years 4, 5 & 6) swim during the Autumn Term, Class 2 (Years 2 & 3) swim during the Spring Term and Class 3 (Reception & Year 1) swim during the Summer Term.

Children with Additional/Special Educational Needs and Disability

At Otterham we pride ourselves on our ability to recognise and encourage the potential of every child. Through a sensitive approach to teaching by our staff, we aim to identify a child with additional needs as early as possible to achieve positive outcomes.

Our school acknowledges that children learn in a variety of ways and so we offer a differentiated curriculum incorporating a range of teaching styles to meet the learning needs of all children. Teachers make modifications to teaching approaches, classroom organisation and equipment provided.

It is appreciated that at some point in their school life many children will need extra support in one or more curriculum areas in order to 'catch up' with their peers. Short term targeted group or individual interventions are implemented.

If desired outcomes are not met through targeted provision then the assess, plan, do, review cycle will continue and more tailored, individual support to address the child's needs will be provided. Where necessary and with parental permission referrals will be made to outside agencies. Where significant and long-term needs are identified a request for an Education Health Care (EHC) needs assessment will be made. The provision is reviewed at least termly with parents/carers, in accordance with The Special Educational Needs and Disability Code of Practice 2014.

At Otterham School the views of the child and parent/carers are central to any decisions made. Parents/carers are welcome to contact school to discuss any concerns that may arise. All children are integrated as fully as possible into the life of the school. This has a positive effect on the whole school, encouraging tolerance, understanding and acceptance.

OTTERHAM C P SCHOOL

Playing, Working, Learning and Living Together

KS2 2017 DATA 18 PUPILS IN COHORT 8 BOYS 10 GIRLS

READING, WRITING & MATHEMATICS

% OF PUPILS ACHIEVING THE EXPECTED STANDARD	33%
% OF PUPILS ACHIEVING A HIGH STANDARD	6%

PROGRESS MEASURES: KS1 – KS2

READING	-1.0 (94% of PUPILS ELIGIBLE FOR INCLUSION)
WRITING	-5.9 (94% of PUPILS ELIGIBLE FOR INCLUSION)
MATHS	-3.4 (89% of PUPILS ELIGIBLE FOR INCLUSION))

These progress measures mean that Otterham C P School is above the 2017 floor standard.

INDIVIDUAL SUBJECTS – ATTAINMENT

READING: % OF PUPILS ACHIEVING EXPECTED STANDARD	61%
READING: % OF PUPILS ACHIEVING A HIGH STANDARD	22%
WRITING: % OF PUPILS ACHIEVING EXPECTED STANDARD	50%
WRITING: % OF PUPILS WORKING AT GREATER DEPTH	11%
MATHEMATICS: % OF PUPILS ACHIEVING EXPECTED STANDARD	50%
MATHEMATICS: % OF PUPILS ACHIEVING A HIGH STANDARD	11%
GRAMMAR, PUNCTUATION & SPELLING: % OF PUPILS ACHIEVING EXPECTED STANDARD	67%
GRAMMAR, PUNCTUATION & SPELLING: % OF PUPILS ACHIEVING A HIGH STANDARD	22%

AVERAGE SCALED SCORE PER PUPIL (100 BEING THE SCORE NEEDED TO ACHIEVE EXPECTED STANDARD)

AVERAGE SCALED SCORE IN READING	103
AVERAGE SCALED SCORE IN GRAMMAR, PUNCTUATION & SPELLING	103
AVERAGE SCALED SCORE IN MATHS	100

OTTERHAM C P SCHOOL

Playing, Working, Learning and Living Together



Dispensing and Storage of Medicines

When school staff are asked to give children medication they should be given in accordance with written instructions from the parents of the prescribing doctor. Such drugs will be stored safely were children cannot have access to them.

The written request to administer medicine must include the product name, dosage, strength and intervals for the medicine.

The school has a proforma which must be completed and signed by the parent/guardian for the administration of medicines. The school will keep a record of these in a log book.

The only exception to the above is for inhaled therapies for asthma where the children are entrusted with their own medical management. Where parents have indicated that they wish their children to carry and use his/her prescribed inhaled preparations, they will be allowed to do so.

Emergency Situations

If there is an emergency and you cannot get to school to collect your children at 3.30 p.m., please ring and let us know so that we can make proper arrangements for the safety of your children. If you cannot contact us do not worry, your children will not be abandoned, we will make sure they are safe. If winter weather conditions or threat of such conditions cause you concern please do come to school and collect your children.

Should school have to close early we will contact you so that you can collect your children. We will not send any child home unless we know that someone is able to receive them.

Information on school closures and re-opening will usually be broadcast on Radio Cornwall. Finally, in awful weather conditions, it is always best to check that our staff have made it to school. Do not leave your children unless you know that we are here as we have to drive to work and it is unwise to assume that we have arrived.

Complaints Procedure

Copies of the school's complaints procedure, which has been accepted by the school governors, may be obtained from the school office.

OTTERHAM C P SCHOOL

Playing, Working, Learning and Living Together

Otterham C P School – Ofsted Inspection Report

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 4234
www.gov.uk/ofsted

19 January 2018

Mrs Helen Ward
Headteacher
Otterham Community Primary School
Marshgate
Camelford
Cornwall
PL32 9YW

Dear Mrs Ward

Short inspection of Otterham Community Primary School

Following my visit to the school on 11 January 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in July 2013.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. Your school is a joyful, happy and enjoyable learning community where pupils are consistently well cared for. Pupils settle into the school quickly because they see that staff are kind and friendly, and give them enjoyable work that they say is fun. Because of good teaching overall, pupils also make strong progress and leave the school well prepared for the next stage of their education.

The curriculum is exciting. For example, in the older years, pupils learn to edit Mayan folktales and make pyramid temples from different materials. Pupils in Years 3 and 4 find out, for instance, about the Greeks, including their culture, their myths and pottery. Lessons are supplemented by a large number of wide-ranging extra-curricular clubs and activities. Pupils and parents I met told me that they value these greatly.

Classrooms are purposeful learning spaces, where pupils listen well to each other and to adults. During the inspection, we visited classes and saw pupils cooperating happily and sharing ideas so that they could learn together. Pupils behave well and are respectful. They take note of the instructions and advice of staff, try their best, complete their work and greet visitors politely. The many spacious, varied outdoor areas enable pupils to learn well, as well as play energetically.

The school governors hold you to account for all aspects of the school's work. A perceptive chair ensures that he and his colleagues play an effective strategic role in helping Otterham Community Primary to improve further. They also support new

members of the committee to understand their responsibilities, and show them how to ask you searching questions so that any areas of minor weakness are addressed effectively.

You have correctly judged the school to be good. Your reasons are set out in a clear self-evaluation document that contains appropriate evidence from different sources. This includes information about the achievements of pupils, both over time and for each small cohort. You and your staff are using the school's assessment system well. Teachers make accurate judgements of the progress and attainment of different pupils. They are quick to identify where any pupils are not making the gains you expect of them and adjust the curriculum and teaching accordingly. For example, you noted that last year, pupils were not acting upon the written feedback from adults in line with your school assessment policy. You have amended you approach so that more are now using the feedback provided to improve their work further.

Your school development plan is effective because it sets out the correct priorities to move the school on. For example, you have correctly identified that the curriculum in mathematics requires further development. The development plan shows clear actions for improvement across the different priorities. It sets out who is responsible for the actions and when these need to happen. It also sets out clear monitoring arrangements. This clarity ensures that the school governance committee are able to see whether actions have been successful or not.

You continue to attend successfully to the areas for improvement identified at the previous inspection. The most able pupils are routinely challenged and strategies to improve their learning are proving effective. A large majority of parents and carers express positive attitudes to the school, stating that their children are safe and happy.

Safeguarding is effective.

You and your staff ensure that pupils are safe. All safeguarding arrangements are fit for purpose, and records are kept carefully. All staff receive effective training in safeguarding, and so are vigilant about any of the many indicators of potential abuse. They also understand their responsibility to report any concern immediately. Your proactive approach to safeguarding is evident in the way you use additional external audits to enhance your school's work. For example, to provide emotional support for those pupils who require it. You are not complacent as demonstrated by your wish to move your recording system to an electronic format. Although your current system is perfectly adequate, you recognise a new approach could allow for thorough analysis and follow up of concerns.

Pupils I met said that they felt very safe in school. They were keen to tell me how staff teach them about potential dangers, such as roads, strangers and what to do if there is ever an earthquake. They also demonstrated a good understanding about how to keep themselves safe online or when using mobile phones.

Inspection findings

- During this inspection, we decided to focus on how well pupils were progressing in their writing, phonics and mathematics. Due to the small numbers in the school, we looked at work from all year groups. We also examined how effective monitoring was bringing about improvements.
- Work in pupils' books demonstrates the rich curriculum on offer at your school. Pupils are encouraged to write for a range of purposes and audiences across different genres. Teachers know how writing in different genres should develop, so that pupils become more skilled in their writing. When this is coupled with the technical aspects of composition, pupils make swift progress. This is evident in pupils' work to craft their own versions of Mayan folktales.
- During our joint book scrutiny, you were quick to identify the wide range of opportunities pupils receive to enthuse their development of writing. Effective links are made across subject areas to enhance taught aspects and bring subjects to life. Trips, such as to Newquay airport to observe 'Bloodhound', the world's fastest car, stimulate pupils' interest and link effectively to their understanding of forces in science. You are aware that there is scope to challenge the most able pupils in the younger classes even more, so they are fully stretched in their writing.
- Strategies to improve pupils' performance in phonics are proving successful. On our learning walk, we noted pupils' accuracy in their knowledge of phonics when reading aloud. Teachers and other adults are technically precise with their delivery so that pupils confidently identify sounds that do not conform to traditional phonetic patterns, such the 'a' in want. Such approaches are ensuring that pupils' attainment in the Year 1 phonics screening check is on track to be at least the national average. Therefore, the firm foundations on which to build future successes in reading are being established.
- Younger pupils make good attempts to use their knowledge of phonics to write accurately. As pupils' writing develops they become more confident in attempting more complex words and spelling. Some pupils' accuracy is held back due to weaker motor control skills which affect their letter formation.
- Following a review of mathematics outcomes in 2017, your analysis has resulted in changes to the planned curriculum from this academic year. Training and new approaches to develop pupils' mathematical skills are beginning to have an impact. Pupils are being required to think more deeply about concepts and explain their reasoning.
- Scrutiny of books pointed to some minor variation in practice across the school. Pupils generally build on their skills well. Bright and engaging activities are promoting pupils' enthusiasm for mathematics. Precise questioning to check pupils' conceptual and procedural knowledge is helping younger pupils overcome barriers to learning and to make good progress. Older pupils cover a much broader range of activities and topics.
- Occasionally, planned activities fail to build the depth of conceptual understanding, problem-solving and reasoning required for the raised expectations of the new curriculum. Some pupils are moved on to a new concept

without securely grasping the one they are studying.

- Training and collaborative working with other schools is ensuring that all staff are able to contribute more to school improvement than in the past. Leaders hold significant amounts of information on the attainment and progress of pupils. A broad range of monitoring activities is used from which improvements are made. You agree that monitoring needs an even sharper focus on the precise gains in knowledge, skill and understanding made by different groups of pupils. This would allow even more penetrating analyses of the school's strengths and weaknesses.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- the most able younger pupils are fully stretched and challenged in their writing
- the fine motor control skills of younger pupils are developed so they can form letters accurately when attempting more complex spelling
- the curriculum in mathematics develops pupils' conceptual understanding alongside their reasoning and problem-solving skills
- monitoring places a sharp focus on pupils' progress, and the findings are used to bring about precise improvements to teaching, learning, assessment and the curriculum.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Cornwall. This letter will be published on the Ofsted website.

Yours sincerely

Richard Light
Her Majesty's Inspector

Information about the inspection

During the inspection, I held meetings with you, the deputy headteacher and the special needs coordinator. Six members of the governing body, including the chair, met with me to discuss actions taken since the previous inspection. The views of a number of parents were gathered through their responses to Ofsted's online questionnaire, Parent View. I also met with two parents. We visited classrooms together to evaluate the impact of teaching on pupils' learning and to review the quality of pupils' work over time. I listened to pupils read and talked informally with them about their experiences of school. A range of documentary evidence was evaluated, including documents relating to safeguarding and governance. I met with a group of pupils from Years 4 to 6.

Otterham Community Primary School Safeguarding Statement

The school is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects staff and volunteers to share this commitment.