

Cornholme Junior, Infant and Nursery School Profile

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Cornholme Junior, Infant and Nursery School

Greenfield Terrace
Todmorden, Lancashire, OL14 8PL
Telephone: 01706 812787
<http://www.cornholmeschool.co.uk>

Children's Service Authority:	Calderdale
Age range:	3-11
Number of pupils:	195
Head teacher:	Mr Adam Sapey
Chair of governors:	Mr Ivo Coveney

What have been our successes this year?

Well done again for the excellent OFSTED report following our latest inspection in September 2008.

Once again the children, parents and staff have continued to work hard throughout the year, well done to the children in Years 2 and 6 for such excellent 2008 SATs results. Well done also to all who have taken part in the many competitions and events held both in school and throughout Calderdale this year.

We continue to look to develop our skills and experiences. (Our children are now becoming so proficient with IT that we (the staff) are having to work hard to keep up with them.) In the last year we have been involved in local and national art competitions, sports activities and events. We have achieved the Silver level of the National Artsmark Award. The children have had links with an aboriginal school in Australia and are developing links with a school in Thailand.

We have worked hard to develop areas of the school this year. The Nursery saw major works in the summer which will continue next year. Our extended school activities have developed again with art, gardening and hopefully a museum club being added to our list of activities alongside the after school activity club.

What are we trying to improve?

We are continuing to focus on our aims which are:- to ensure that all our children are given the best chances possible during their time at Cornholme and that they achieve to the best of their ability.

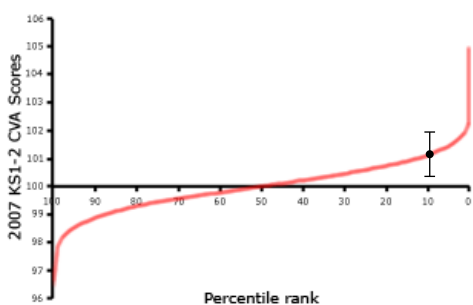
There has been a particular focus this year on developing the children's skills in problem solving to help them with their maths work.

We have also changed the manner in which we mark their work to encourage more reflection and targeted progression for the children.

We are planning improvements to our Foundation stage yard to enhance the present provision.

We are also examining the manner we deliver writing opportunities for the children to develop our cross curricular approach, particularly with our more able pupils.

How much progress do pupils make between age 7 and 11?



- Our school
- I Confidence interval

The chart shows our school's contextual value added (CVA) score relative to that of other primary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

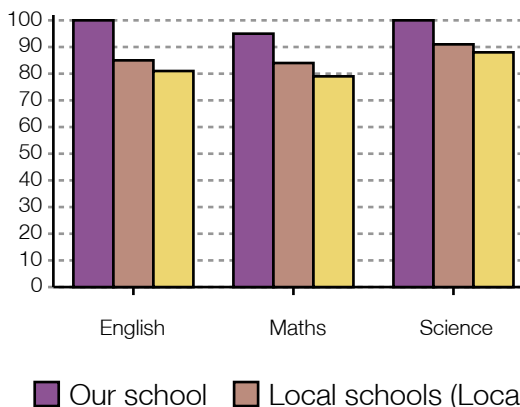
Results in both KS1 and KS2 have remained high, with an upward trend. This year, in both KS1 English and Maths the results have been high.

The value added between Y2 and Y6 remains high. with children making at least expected progress and often above expected progress in Key Stage 2.

Year 6 were impressive again this year with the children in the 2007/8 Y6 class achieving well over their targets, particularly pleasing were the maths results.

Thank you to all the staff, but especially Mrs Walker and Mrs Dickinson, for their hard work and of course well done to all the children concerned.

How well do pupils achieve at age 11?



This chart shows the Key Stage 2 results for 2008. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

The school consistently maintains a higher than average result for the KS2 SATs tests. We work hard to ensure that our children are ready to move on to the high school with as strong a 'base' as possible. This ensures that the great majority of our children reach their targets for the SATs and most exceed them.

It also means that their strengths in other areas such as Art or PE is recognised and developed.

How have our results changed over time?

As with any single form entry school, our results are dependent on the children in the class at the time. The school works very hard to ensure that every child reaches their potential and we have maintained a very high level of results for many years in both KS1 and KS2.

How are we making sure that every child gets teaching to meet their individual needs?

The school works hard to ensure that it is as inclusive as possible. It is our aim to give every child the best possible education we can. When individual needs are identified we make use of many internal strategies, such as group and individual intervention work, as well as involving outside agencies.

The school liaises with Calderdale's Psychological Service and the Assessment and Learning Support Service. Support is given in school by our SENCO (Special Educational Needs Co-ordinator) who will arrange for extra support to be given to children with SEN when appropriate. This can be on a withdrawal basis, but is often support in class. The school adheres to the Calderdale Code of Practice for SEN children and those with a Statement of SEN receive extra support from a personal assistant(s) when needed. Exceptionally able pupils are given appropriately differentiated work and extra small group teaching when needed.

Cornholme School has been adapted to provide ease of access by the installation of external ramps and an internal wheelchair lift. Disabled toilet facilities were added in Summer 2005.

How are we working with parents and the community?

Our very supportive P.F.A. organises and runs many events each year. These events are well supported by the local community which in turn raises a lot of money for the school. Other community events include concert performances and a senior citizen's coffee morning.

The school becomes involved in the wider community through town and authority events such as sports or arts activities. We encourage the children to be aware of the wider world through fundraising for local, national and international charities/ appeals.

What have pupils told us about the school, and what have we done as a result?

Whilst we are justifiably proud of our school we are always looking for ways to improve.

The children play a great part in this evaluation in two ways:-

The Student Council meets regularly as a sub committee of the governing body. Their ideas and comments are reported back and acted upon.

An Annual Pupil Survey is undertaken to seek views on the school and to ask what can be improved.

The issue the children have identified, this year, for the school to work on is the improvement of the school playgrounds. Pupils have taken a lead in designing new seating areas and purchasing new playtime equipment to make our limited space as interesting as possible.

The council has also worked hard to achieve the environmentally friendly ECO Schools Award. (Silver).

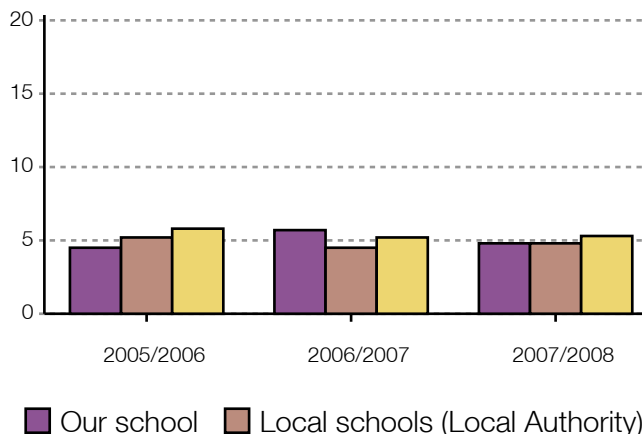
How do we make sure our pupils are healthy, safe and well-supported?

We are an active part of the Brooksbank High School PE partnership, working with the local primaries and Todmorden High to promote an active lifestyle. We achieved the National Active Mark standard in 2006 and also received the National Healthy schools award in January 2007. (We were awarded the Healthy School Award for the second time in 2003 along with the PE Active Mark in 2002.) These awards underline our commitment to ensuring that all our children are given a healthy start to school life. The staff all achieved their basic food hygiene certificate to help in the development of food technology(cookery) across the school

All our staff work hard to ensure that the school is a safe, caring environment where children feel able to learn. All our children are encouraged to speak with any adult if they have a problem. We also have Year six 'buddies' who act as support for the younger children and help them to develop the skills needed to get along with each other.

The school has been taking part in a national pilot, helping children to become more aware of money matters. The aim of the project to make children more financially aware in later life.

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

The school maintains a first day 10 am contact policy and asks that all parents let us know by phone on the first day of absence why their child is away from school. We discourage holidays in term time, if these cannot be avoided due to works holidays etc. then we will authorise a maximum of 10 days absence in the school year. The school works closely with the educational welfare services to support families where absences give cause for concern.

This work ensures our absence rates have remained low over the last 5 years.

What activities and options are available to pupils?

There are opportunities for children to participate in extra curricular activities such as football, netball, cricket, computers, problem solving, art, garden and dance classes.

Calderdale's Music Service offers peripatetic music lessons for violin, guitar and flute to individual children. Other instruments can be taught on request.

Year 6 take part in a residential visit and Year 5 use a day visit to a local outdoor pursuit centre as a team building day. Other classes make day trips to places of interest in the locality.

The school's singing club performs regularly and visits are arranged to concerts at Todmorden Town Hall or the Hippodrome Theatre. The children's art / craft work is exhibited in local exhibitions and entered annually in Todmorden Agricultural Show's Handicraft Section.

An entry is made to the Cornholme Parish Church Flower Festival

What do our pupils do after leaving this school?

Whilst we feed to several Secondary Schools in Calderdale and Burnley, the majority of our children transfer to Todmorden High School.

We have excellent links with THS and begin to prepare the children for their move whilst they are in Year 5 by arranging visits to THS for specialist lessons.

High School teachers visit Year 6 several times to give Art, French and Science lessons.

Extra visits may also be made for individual pupils who may find the transfer difficult.

Ofsted's view of our school

This is a good school with some outstanding features. It provides good value for money. The school judges its effectiveness as good and the inspection confirms this. Pupils make good progress because the teaching is consistently good throughout the school. Standards and achievement in English are significant strengths. Pupils' personal development is outstanding. As a result they are confident and show a high level of maturity. Pupils' behaviour is excellent. They work hard, love coming to school and take a great pride in their achievements. Attendance levels are above average. Comments such as 'we are part of a family' and 'we are all treated equally and fairly' sum up the high quality of care and support the pupils receive. The provision in the Foundation Stage is good. A stimulating range of activities keep children fully engaged in their learning. Leadership and management are good. The outstanding leadership of the headteacher is the driving force behind the school's development and success. The provision is carefully evaluated in terms of how well it helps pupils to learn and consequently the school knows its own strengths and weaknesses. It is well placed to improve even further. This is shown in the way the school is already refining its system for tracking pupils' achievements and implementing strategies to raise attainment in mathematics to match the high standards seen in English by the end of Year 6.

Date of last inspection: 01-Dec-2005

Ofsted graded our school as good

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



[View the Ofsted page for Cornholme Junior, Infant and Nursery School](#)

What have we done in response to Ofsted?

The whole school is justly proud of the Inspection Report we received in September 2008. The statements below are extracts from that report:

Pupils personal development is outstanding.

Pupils behaviour is excellent. They work hard, love coming to school and take a great pride in their achievements.

Comments such as we are part of a family sum up the high quality of care and support the pupils receive.

The provision is carefully evaluated in terms of how well it helps pupils to learn and consequently the school knows its own strengths and weaknesses.

Our two points to continue to develop were:

The cross curricular provision of higher level writing skills. We have worked hard on this during the year and it continues to be a focus in 2009/10. Examining ways to encourage our children to extend their writing skills through cross curricular themes

The Foundation stage outdoor provision. We moved the Nursery outdoor space in September 2008. This is continuing to be developed to enhance facilities for outdoor learning.

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 01706 812787

Our website <http://www.cornholmeschool.co.uk>
