

Inspection of a school judged good for overall effectiveness before September 2024: Cornerstone C of E (VA) Primary School

Bluebell Way, Whiteley, Fareham PO15 7QE

Inspection dates:

19 and 20 November 2024

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils thrive in this friendly and purposeful school. They enjoy learning and attend well. The school is passionate that all pupils will achieve highly. Pupils benefit from the positive learning ethos, where they learn the importance of trying their best. Across classes, pupils work with purpose, grappling with challenging learning activities. They respond positively to the encouragement and high expectations of all staff. This supports pupils in developing self-confidence, learning with increasing independence and achieving well across the school.

Through the school values, pupils learn about the importance of kind and considerate conduct. They demonstrate these values through their responsible and respectful behaviour across the school. All pupils benefit from the friendly, close community and warm relationships with staff. New arrivals are warmly welcomed and quickly feel part of the school. They describe the school as being like a 'family'.

The school strongly promotes participation. Pupils eagerly attend clubs and take part in sporting activities. They value the new experiences provided by trips, including residential. They happily share their memories of adventurous activities gained through these. Successes are championed. Pupils are proud to have their efforts recognised through stickers and certificates in weekly celebration assemblies.

What does the school do well and what does it need to do better?

The school curriculum is broad and ambitious. From the early years to Year 6, knowledge

is carefully arranged across the curriculum. This includes using small steps to develop pupils' knowledge of complex ideas. Important earlier learning is deliberately revisited. These approaches help all pupils build a real understanding across subjects.

Pupils achieve extremely well by the end of key stage 2. The school takes highly effective action to support those who join part way through a school year or phase. It focuses on identifying any gaps in knowledge they might have and helps them catch up.

Teachers have strong subject knowledge. They draw on this to confidently introduce new ideas. They give clear explanations and support these with well-chosen examples. Teachers commonly use demonstrations to help make new ideas and approaches clear to pupils. These support all pupils, including pupils with special educational needs and/or disabilities (SEND), to apply new learning confidently. Teachers use a range of approaches to check pupils' understanding effectively. They promptly correct any misconceptions. Pupils quickly act on the precise feedback they receive from teachers and learning support assistants to improve their work. Across the school, these approaches support all pupils to achieve highly.

The needs of pupils with SEND are sharply identified. Staff use 'individual learning plans' to make appropriate adaptations to learning activities. The impact of these is reviewed regularly so that only the most effective strategies are used. Consequently, these support pupils with SEND in completing the same demanding work as others. As a result, across the school, pupils with SEND achieve strongly.

Reading is of paramount importance. Children learn phonics from the beginning of Reception. They benefit from skilled teachers. Anyone who struggles receives high-quality targeted support so that they catch up rapidly. Across the curriculum, pupils benefit from reading a diverse range of rich texts. These support the sharp focus on developing broad, rich vocabulary across subjects.

Behaviour is impeccable. In the early years, children develop the important routines and language they need to learn well. Across lessons, pupils' behaviour is exemplary. They value the praise they receive for meeting staff's high expectations. They complete activities keenly and share ideas enthusiastically during discussions. Pupils work well together, supporting each other to solve problems. At playtime, pupils are considerate to others, and acts of kindness are frequent.

Pupils are well prepared for life beyond Cornerstone. They learn a range of ways to keep themselves safe and healthy, including how they can look after their mental health. Across the curriculum, pupils learn about diversity. They explore the different cultures within the school. This helps them to develop highly respectful attitudes towards others. It matters to pupils that everyone is treated equally. The school promotes the importance of individual contributions. Pupils value opportunities to share their views about proposed changes to the school. They enthusiastically help with collective efforts such as fundraising. Pupil leaders proudly undertake a range of responsibilities across year groups. They enjoy being able to support the school.

The school thoughtfully identifies improvements and makes sure these are sustained over time. Governors rigorously review the impact that changes have on pupils' achievement. Staff appreciate the efforts made to keep their workload manageable. This helps them to focus on high-quality teaching.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in May 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	139548
Local authority	Hampshire
Inspection number	10341741
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	386
Appropriate authority	The governing body
Chair of governing body	Sarah Dow
Headteacher	Tim Clarke
Website	cornerstoneprimary.hants.sch.uk
Date of previous inspection	30 April 2019, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.
- This is a Church of England school in the Diocese of Portsmouth. Its last section 48 inspection, for schools of a religious character, took place in January 2024. The next section 48 inspection will take place within five school years.
- The governing body oversees the 'Rainbow Breakfast Club' before-school breakfast provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, the deputy headteacher, the special educational needs coordinator, subject leaders and teachers. He also met with

representatives of the governing body and the diocese and with a local authority school improvement adviser.

- The inspector visited a sample of lessons, spoke to pupils and looked at samples of their work.
- The inspector observed playtime activities.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the responses to the staff and pupil surveys. He spoke to a range of staff about their views of the school. He considered the school's development plan.
- The inspector took account of the responses to Ofsted Parent View, including the additional free-text responses. The inspector also spoke with some parents at the school gate.

Inspection team

Phillip Blagg, lead inspector

His Majesty's Inspector

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