

# Cubert School

Chynowen Lane, Newquay, Cornwall, TR8 5HE

**Inspection dates** 22–23 January 2013

|                                |                      |              |          |
|--------------------------------|----------------------|--------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Satisfactory | 3        |
|                                | This inspection:     | <b>Good</b>  | <b>2</b> |
| Achievement of pupils          |                      | Good         | 2        |
| Quality of teaching            |                      | Good         | 2        |
| Behaviour and safety of pupils |                      | Good         | 2        |
| Leadership and management      |                      | Good         | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- All pupils make good progress in all classes and by the end of Year 6 their attainment in English and mathematics is above average. Their writing is a notable strength, as are their skills in using information and communication technology (ICT).
- Teachers are enthusiastic and able. They plan interesting lessons, check to make sure all pupils are making progress and challenge them to achieve highly. Teaching assistants provide good additional support for those who need it.
- The governing body is increasingly effective, for example in challenging senior leaders and when monitoring the impact of the pupil premium.
- All pupils behave very well in and out of lessons. They are polite and friendly. They say there is very little bullying and the school's records support this. They know how to keep safe, for example when using the internet or playing in their rural environment.
- Leaders and managers have successfully rectified past weaknesses, such as in the achievement of boys and in the progress of more-able pupils.
- Teachers' performance is monitored and managed very effectively, to ensure it is consistently good.

### It is not yet an outstanding school because

- The teaching of letters and their sounds (phonics) is not good in all classes. While some is outstanding, in other groups, the teaching lacks sharpness and enough checks to ensure that all pupils have understood.
- Attendance is below average. Requests for absence, such as for annual holidays to be taken during school time, are routinely authorised.

## Information about this inspection

- The inspector observed nine lessons taught by five teachers. In addition, he more briefly visited groups of pupils who were being taught phonics. Most of these activities were conducted jointly with the headteacher. He held meetings with staff, a group of pupils and with members of the governing body. He had a telephone conversation with a representative of the local authority.
- The inspector reviewed documentation including that relating to pupils' progress and achievement, their safety, and the school's evaluation of its own improvement. The responses of staff to a questionnaire and of 40 parents and carers on the Parent View website were analysed, and the contents of four letters received from parents and carers were taken into account.

## Inspection team

Paul Sadler, Lead inspector

Additional inspector

## Full report

### Information about this school

- This primary school is of smaller than average size and serves its local rural area, although some pupils travel from the town of Newquay.
- The proportion of pupils supported by school action at 6.6% is below average, as is the proportion, 4.1%, supported by school action plus or with a statement of special educational needs. These pupils have a range of physical disabilities or learning or behavioural difficulties.
- The proportion of pupils known to be eligible for the pupil premium, 14.8%, is below average. The pupil premium provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school does not use any alternative provision for pupils' education.
- The governing body provides childcare in the form of breakfast and after-school clubs. A privately operated pre-school, formerly operated on the premises, is currently closed.

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

- Ensure that the teaching of letters and their sounds (phonics) is of consistently high quality in Years 1, 2 and 3 by:
  - checking that the purpose of all tasks is clear to pupils and that they are taught at a crisp pace
  - regularly checking to ensure that all pupils have understood the teaching point.
- Improve pupils' attendance by:
  - tightening policies on the authorisation of absence for non-medical reasons and collaborating with local schools in developing a consistent approach to requests for absence
  - involving relevant parents and carers in discussions about their child's attendance.

## Inspection judgements

### The achievement of pupils is good

- Children start school with skills and knowledge that are broadly as expected for their age. In the Reception class, they make very good progress in all the areas of learning and, by the end of the year, their attainment is above average.
- At the end of Year 6 in 2012, almost all pupils attained the nationally expected standards in English and mathematics. School leaders rightly identified that more pupils should attain even more highly and the work of current Year 6 pupils, and the school's records of their progress, show that many are on track to do so this year.
- All groups of pupils achieve equally well. The attainment and progress of pupils known to be eligible for the pupil premium is in line with that of other pupils, for example all such pupils in Year 6 in 2012 attained the national standard in mathematics, and almost all did so in English. Boys now make similar progress to girls, school leaders having identified this as a weakness in the past. The proportion of pupils making better than the expected progress is above average. Pupils who are disabled or who have special educational needs also make good progress. These features demonstrate the school's good commitment to equality of opportunity for all.
- While there are some inconsistencies in the teaching of reading, by the end of Year 2, all pupils have attained at least the expected standard. By the end of Year 6, they read widely and ably, and are very familiar with the work of children's authors such as Jacqueline Wilson and Anthony Horowitz.
- Writing is of a good standard. In Year 4, pupils write good-quality pieces in a neat, joined-up style. Their spelling is a notable strength and words such as 'friendly' and 'difference' are routinely spelled correctly. Year 5 and 6 write interesting, accurate biographies of well-known people, following research from books or using the internet.
- Pupils' basic skills develop well and were seen, for example, when pupils in Years 2 and 3 made a presentation on facts concerning the Earth in Space using the PowerPoint program. Most had not used the program before, but they quickly grasped the skills necessary to make an interesting and sophisticated presentation including features such as animation. Pupils also have good skills when collaborating or working independently.
- In order to improve the motivation of boys, staff adapted the curriculum to include more teaching of useful facts. The impact of this was seen in an assembly where pupils from Years 1 to 6 could locate countries on a world map, knew the names of the main political party leaders and showed understanding of the rudiments of the debate concerning Britain's future relationship with the European Union. This exemplified pupils' good-quality spiritual, moral, social and cultural development.

### The quality of teaching is good

- Teaching in all classes is at least good. In some, it is outstanding. Teachers are hugely enthusiastic and often use acting skills to engage and motivate pupils.
- Tasks are challenging and almost always meet the individual needs of all pupils. For example, pupils in Year 4 identified lines of symmetry in different shapes and then tried to identify general relationships between shapes and their lines of symmetry. Teaching assistants provided useful support to those who struggled to understand.
- Assessment is used well to spot slow progress and short-term programmes are put in place; these are successful in rectifying any problems. Work is marked regularly and thoroughly, with useful comments on how it might be improved.
- Pupils are given plenty of opportunities to practise their basic skills and to apply what they have learned in different situations. For example, pupils in Years 5 and 6 could sensibly estimate the

distance from Newquay to London and the time such a journey might take.

- Good use is made of specialist teachers from the local secondary school to raise the attainment of more-able pupils in subjects such as mathematics and science.
- Letters and sounds are taught to small groups of pupils in Reception to Year 3 by a range of staff including both teachers and teaching assistants. The best teaching, notably in the Reception class, is exemplary but, in some other groups, it is too variable. Sometimes the tasks lack obvious purpose or sufficient pace, and insufficient checks are made to ensure that all pupils have understood the learning point.

### **The behaviour and safety of pupils are good**

- All pupils behave very well in and out of lessons. Routines are established quickly in Reception so that children know what is expected of them. Pupils get on with their work in all lessons and have good discussions about it amongst themselves. These enhance their learning, showing that the school is effective in fostering good relationships between pupils.
- Pupils say there is very little bullying and that any issues such as unpleasant remarks are dealt with effectively by staff, demonstrating that the school does not permit any form of discrimination. Parents and carers agree with this; many did not respond to the question on how bullying is tackled as their children had no experience of it.
- Pupils are taught how to stay safe, those in Years 5 and 6 having recently discussed the potential dangers of the internet and social networking sites. Appropriate emphasis is placed on road and water safety.
- The childcare provided by the governing body is of good quality. Children enjoy the activities and are looked after well.
- Attendance varies, but in 2011/12, it was below average. School leaders routinely authorise absence for family holidays and other non-medical matters. While there has been some discussion on the issue within the governing body and with external agencies, there has been little dialogue with the parents and carers of children with below-average attendance, or attempts to coordinate policies with other local schools.

### **The leadership and management are good**

- School leaders have an accurate view of the school's strengths and weaknesses, and have successfully tackled a number of issues including the underperformance of boys and more-able pupils.
- School leaders use data effectively to monitor progress, including for groups of pupils such as those known to be eligible for the pupil premium. They quickly spot any slowing of progress and intervene to put it right. A useful feature of the school's data is that it also readily identifies pupils making better progress than might be expected, so reasons can be identified and used to enhance the progress of others.
- The performance management of staff is rigorous and effective, and action taken has led to improvements so that teaching is now consistently good. Teachers and teaching assistants receive helpful training that is targeted on those areas where improvement is needed.
- The local authority has provided a useful level of support and has contributed directly to the improvements in the quality of teaching.
- Middle leaders are effective in developing the good curriculum, for example in improving the range of resources and tasks that motivate boys and in linking learning in different subjects. An emphasis on aspects such as the environment or health education is effective in promoting pupils' spiritual, moral, social and cultural development.
- The great majority of parents and carers expressing a view are happy with their child's progress

and the level of support they receive. A few parents and carers raised specific issues which the inspector investigated, finding no evidence to endorse any general concerns.

- Safeguarding is given a high priority. All staff are trained to a high standard in child protection and steps have been taken recently to improve the security of the premises.

■ **The governance of the school:**

- The governing body has an increasingly good understanding of the quality of teaching and the school's performance in relation to that of others. There has been recent training on the interpretation of data, which governors use with growing effectiveness to challenge senior leaders, for example on the attainment of more-able pupils. The governing body's good understanding of the purpose of the pupil premium is shown by the very clear statement about its use which is published on the school's website. Governors are developing increasing sophistication in their ability to check the impact of the pupil premium on pupils' achievement and have amended their plans to ensure this. They receive reports on the anonymised outcomes of teachers' performance management and have taken appropriate action to link this to remuneration. This includes the management of the headteacher's performance and remuneration. Several members of the governing body are inexperienced in their current roles and are aware of further training needs which are, rightly, in the process of being met.

## What inspection judgements mean

| School  |                      |  |
|---------|----------------------|--|
| Grade   | Judgement            | Description  |
| Grade 1 | Outstanding          | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.   |
| Grade 2 | Good                 | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.   |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.   |
| Grade 4 | Inadequate           | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

## School details

|                                |          |
|--------------------------------|----------|
| <b>Unique reference number</b> | 111880   |
| <b>Local authority</b>         | Cornwall |
| <b>Inspection number</b>       | 401212   |

This inspection of the school was carried out under section 5 of the Education Act 2005.

|  |                             |
|--|-----------------------------|
| <b>Type of school</b>                      | Primary                     |
| <b>School category</b>                     | Community                   |
| <b>Age range of pupils</b>                 | 4–11                        |
| <b>Gender of pupils</b>                    | Mixed                       |
| <b>Number of pupils on the school roll</b> | 124                         |
| <b>Appropriate authority</b>               | The governing body          |
| <b>Chair</b>                               | Diane South                 |
| <b>Headteacher</b>                         | Karen Brown                 |
| <b>Date of previous school inspection</b>  | 17–18 November 2009         |
| <b>Telephone number</b>                    | 01637 830469                |
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