



Cusgarne Community Primary School

Inspection Report

Unique Reference Number 111845
LEA Cornwall
Inspection number 278794
Inspection dates 10 May 2006 to 10 May 2006
Reporting inspector Anna Sketchley AI

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

Type of school	Primary	School address	Cusgarne
School category	Community		Truro
Age range of pupils	4 to 11		Cornwall TR4 8RW
Gender of pupils	Mixed	Telephone number	01872 863563
Number on roll	69	Fax number	01872 863563
Appropriate authority	The governing body	Chair of governors	Mrs Rachael Clift
Date of previous inspection	24 January 2000	Headteacher	Mrs Wendy Nicholls

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a small rural village school. Pupils attend from the village and the surrounding area. The proportion of pupils with learning difficulties and those entitled to free school meals is below average. There are a few pupils from minority ethnic groups but none is currently at the early stages of learning English.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Cusgarne is a good school that gives good value for money and excels in the way it develops pupils personally and socially. Pupils are confident and happy and really enjoy coming to school. This makes a very substantial contribution to their good achievement. Pupils begin school with average standards and they are given a good start in Reception. By the end of the Reception year standards are above average in some areas of learning. Pupils continue to make good progress through the school, and standards are above average by the time they leave. Teaching is good and very thorough lesson planning ensures that the needs of all pupils are met. They are fully engaged and keen to learn.

Higher-attaining pupils and those with special gifts or talents are carefully identified and benefit considerably from successful initiatives provided throughout the local community of schools. All pupils are responding well to the school's efforts to raise standards in writing, especially teaching strategies that involve writing in other subjects. However, the targets that pupils are given to help them improve are too general. The provision for pupils with learning difficulties is good.

The leadership and management of the school are good and there is a real team spirit which overflows to the pupils. There has been good improvement since the last inspection. Self-evaluation is effective: the school recognises its strengths and weaknesses and its evaluation of itself matches that of the inspection. However, the tracking of pupils' progress lacks fine detail. The school is fully committed to further improvement and has the capacity to achieve this.

What the school should do to improve further

- Improve the tracking of pupils' progress and ensure careful monitoring so that all pupils achieve as well as they can.
- Improve individual target setting in writing to ensure that pupils know what they need to do to improve further.

Achievement and standards

Grade: 2

Pupils make good progress and, entering the school with average standards, reach above-average standards by the time they leave. Standards are generally above average by Year 2. Standards reached by Year 6 in 2005 were well above average, but standards are not expected to be quite so high in the current Year 6 as there is a high incidence of pupils with learning difficulties. Nevertheless, these pupils are making good progress. There is considerable movement of pupils in and out of the school, but in spite of this, good progress is maintained throughout the junior years.

The school exceeded its challenging targets for English and mathematics at the end of Year 6 last year. However, results showed that not all of the higher-attaining pupils made good progress, especially in English. The school identified this and correctly prioritised writing for improvement. The wide variety of extra strategies now in place and the enriched curriculum are having a strong effect on progress, especially that of

the more able pupils. Those pupils with learning difficulties are thoroughly supported and challenged and achieve well.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. They are self-assured and really enjoy all aspects of school life. Their spiritual, moral social and cultural development is superb and all pupils know what is expected of them at all times. The strong family atmosphere makes a significant contribution to pupils' personal development. Older pupils are excellent role models and take their responsibilities extremely seriously, particularly their duties of looking after younger pupils and being "buddies." They are very polite to each other and to adults and their behaviour and attitudes in and around the school are exemplary. Attendance is usually very good. Pupils understand how to keep safe and are confident that any incidents of bullying will be dealt with appropriately. They were keen to explain that they have not experienced any such incidents in school. One pupil said that in the year he had been at the school he had heard "no wrong words."

Pupils know they need to keep healthy by eating properly and taking regular exercise. Many join in the "Wake and Shake" sessions led by a group of Year 6 pupils. They take an active role in the community, often organising their own fund raising for local and national charities. They are currently organising an event to support a school in Uganda as part of a project with the local secondary school. These activities, combined with their good literacy, numeracy and computer skills, are preparing them well for the future.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good throughout the school. A significant strength in the teaching is the careful planning of well-matched tasks to meet the needs of the different age groups and abilities in each class. This ensures that higher-attaining pupils are thoroughly challenged. Skilled teaching assistants support pupils with learning difficulties very well. Information and communication technology (ICT) is especially well used to motivate pupils. There is a good pace to lessons and teachers ask searching questions. Most pupils answer enthusiastically but opportunities are occasionally missed to check on the attention and understanding of those who do not put up their hand. Pupils in the Foundation Stage receive a good balance of adult-led teaching and being responsible for their own learning. Pupils throughout the school do their best because lessons are fun and they receive lots of praise for their efforts.

Teachers are good at assessing what pupils have learned in lessons and use this to plan next steps in learning. However, the tracking of individual pupil progress in writing

is not regular enough to fully ensure that pupils are achieving as well as they possibly can throughout the year.

Curriculum and other activities

Grade: 2

Curriculum provision is good throughout the school. The rolling programmes are well planned to meet the needs of the range and abilities of the pupils in the class. They are regularly reviewed as the numbers of pupils change. The use of ICT, literacy and numeracy skills in other subjects is good. For example, in a history lesson pupils used their understanding of the correct format for writing letters to write a letter about training as an Olympic Athlete in Ancient Greece.

The outdoor space is limited, but it is used creatively to support pupils' learning, especially in the Foundation Stage. There is a good range of visits, visitors and extra-curricular activities. For example, Year 6 are attending an Outward Bound course next week, funded through the Education Action Zone. Music is a strength of the school and most pupils are involved in musical activity, either playing at least one instrument or singing in the choir.

Care, guidance and support

Grade: 2

The care, guidance and support provided for pupils is good. Staff know the pupils very well as individuals and care is a high priority; pupils really value the way they are looked after in school. Arrangements for child protection, health and safety, drugs awareness and sex and relationships education are all secure and well understood by all staff.

The school effectively ensures that pupils with learning difficulties are well provided for and outside agencies are consulted as appropriate. They are particularly well supported by well-trained classroom assistants. However, clear individual targets are not always given to pupils for their writing and they are not always clear about what they need to do to improve.

Leadership and management

Grade: 2

The leadership and management of the school are good and there has been good improvement since the last inspection. The development of ICT in particular has been very effective. It has a good capacity to improve further. School self-evaluation is accurate and is being used well to identify priorities and compile the school's improvement plan. The strategic plan is well supported by comprehensive action plans that identify challenging targets, especially in writing. The size of the school means that all teachers must play a part in the leadership and management of the school and to this end the headteacher has built a supportive team that involves everyone in decision making. Parents are fully supportive of the school and especially appreciate the music opportunities offered to pupils.

The monitoring and evaluation of pupil progress annually is good and the school uses its data well to identify where improvement is necessary. However, this annual tracking is not sufficiently detailed and does not allow teachers to check progress on a regular, termly basis. The school is aware of this and has some plans ready to rectify the situation.

Governors carry out their duties well. Despite many of them being fairly new to governance, they are knowledgeable about the school's strengths and weaknesses and are not afraid to ask critical questions.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Dear Children,

Thank you for welcoming us to your school yesterday and for being so polite and helpful. We thought you would like to know what we found out about your school and what we have suggested the school can do to make things even better.

What we liked about your school:

- You are a very happy family at school, enjoy your lessons and try to do your best.
- Your behaviour is excellent, you pay attention to your teachers and concentrate very well on your work.
- Teachers plan lessons very carefully and make learning interesting for you.
- You share very good relationships with one another, feel safe at school and are very well cared for.
- You take very good advantage of all the extra activities that the school offers, especially music, and this is helping you to grow into healthy, interesting people.

What we have asked your school to do now:

- Set your individual targets very regularly so that you know what you can do to improve your work.
- Improve the way your progress is checked so that every term your teachers, parents and you will know how well you are doing and if you need to work harder!

With kind regards,

Anna Sketchley Lead Inspector