



# Cubert School

## Inspection Report

---

**Unique Reference Number** 111880  
**Local Authority** Cornwall  
**Inspection number** 289086  
**Inspection date** 17 October 2006  
**Reporting inspector** Jacqueline Marshall

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

---

<b>Type of school</b>	Primary	<b>School address</b>	Chynowen Lane
<b>School category</b>	Community		Cubert
<b>Age range of pupils</b>	4-11		Newquay TR8 5HE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01637 830469
<b>Number on roll (school)</b>	133	<b>Fax number</b>	01637 830469
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Sue Wills
		<b>Headteacher</b>	Liz Taylor
<b>Date of previous school inspection</b>	7 October 2002		

---

<b>Age group</b> 4-11	<b>Inspection date</b> 17 October 2006	<b>Inspection number</b> 289086
--------------------------	---	------------------------------------

---

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a smaller-than-average primary school serving a mainly rural village community, though some pupils choose to attend from the wider community, including the local town of Newquay. It has a greater-than-average number of pupils who join or leave the school during their school career. Over the last year the school has experienced considerable changes of staff and recent changes to the governing body. The majority of pupils are of White British heritage. The overall proportion of pupils with learning difficulties is below the national average, but is higher in some year groups.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school's effectiveness is satisfactory and it provides a sound education for its pupils. The strong focus on good care results in pupils and parents alike praising the school's friendly atmosphere where everyone is 'caring and approachable'. This is well demonstrated in the way that all children, whatever their backgrounds, settle quickly, whether starting in Reception or joining from other schools. Consequently, pupils are good at welcoming new friends and develop caring attitudes to one another, no mean feat with new pupils regularly joining during the year. Good relationships with staff and the wide range of interesting activities mean that pupils enjoy coming to school and behave well; all key factors in pupils' good personal development.

Throughout the school all pupils achieve satisfactorily to reach average standards because teaching overall is satisfactory and the school provides an adequate curriculum that meets pupils' needs. Whilst the school has tackled some previous weaknesses in teaching, inconsistencies remain and pupils' progress is better in some lessons and classes than others. Although all teachers regularly check how well pupils are doing, not all make sufficient use of this information to plan lessons that challenge pupils enough and make them try hard. This prevents achievement from being better than satisfactory. Assessment to set targets in English and mathematics that focus pupils on what they need to do next to improve is increasingly enabling all staff and leaders to check how well pupils are doing. However, these targets are not yet shared regularly enough and referred to consistently enough in all teachers' marking to raise standards and achievement and secure good progress.

Leadership and management are satisfactory. School leaders make regular checks to understand the school's strengths and weaknesses and what needs to be done to improve, but they are not sufficiently rigorous to ensure consistent practice so that pupils achieve well. Leaders know what is needed to take the school forward and have demonstrated a satisfactory capacity to improve the school further.

### What the school should do to improve further

- Help teachers make better use of assessment information to plan lessons that always challenge pupils and extend their achievement.
- Ensure that teachers' marking helps pupils understand what to do next to improve their work.
- Help school leaders improve their skills in checking and ensuring consistency of practice across the school.

## Achievement and standards

### Grade: 3

The achievement of pupils is satisfactory and the standards they reach by Year 6 are average. However, because of inconsistencies in the quality of teaching, progress across the school remains uneven. Throughout the school, personal development is a

strength and despite the uneven progress, children's achievement owes much to the school's commitment to developing this area.

When they start school, children's skills and knowledge are broadly in line with national expectations. They make satisfactory progress overall so that they are in line with national expectations by the start of Year 1. Whilst pupils make satisfactory progress overall between Years 1 to 6, it is patchy from class to class. Despite this, pupils reached average standards in 2006 at Year 2 and Year 6 because of stronger teaching for the oldest and youngest children. The school works hard to ensure that the high proportion of pupils joining the school in Years 3 to 6 settles quickly and makes the same progress in lessons as others.

## **Personal development and well-being**

### **Grade: 2**

Personal development, including spiritual, moral and social development, is good. This is reflected in pupils' enjoyment, positive attitudes and good behaviour. Right from the start in the Reception class, pupils quickly learn to share and help one another because of the focus on developing these skills. They get along well and help one another, as demonstrated by their readiness to welcome new pupils to the school. They have a good understanding of the importance of a healthy lifestyle and staying safe. Cultural development is satisfactory because pupils' understanding of other cultures and living within multi-cultural Britain is still developing. Pupils enjoy taking responsibility and are proud to have an impact on the life of the school by being members of their school council. Whilst attendance remains below average, the school is doing all it can to improve attendance for individuals.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching is satisfactory and this is closely linked to the satisfactory progress pupils make through the school. Relationships between pupils and adults are good. Consequently, pupils enjoy lessons and are keen to learn. Behaviour is managed well. Activities planned for mixed-age classes ensure all pupils are included in lessons. However, teachers do not always take sufficient account of assessment information to adapt work for pupils' capabilities. As a result, in some lessons, pupils could be challenged more and make even greater progress in their learning. Teachers' marking is inconsistent. Whilst there is evidence of effective marking in some classes, in others comments are limited and fail to make clear to pupils how they can improve their work. Teaching assistants contribute effectively to pupils' learning, particularly when supporting those with learning difficulties, ensuring they make the same progress as others.

## **Curriculum and other activities**

### **Grade: 3**

The school provides a satisfactory curriculum that is being appropriately adapted to meet the needs of mixed-age classes. It is well enriched by a wide range of activities outside the school day. A well-planned approach to the use of visitors and visits not only supports pupils' learning but also helps to foster pupils' positive attitudes. The use of specialist teachers in music enriches the curriculum further. A well-planned programme of personal, social and health education gives pupils a clear understanding of how to keep healthy and safe and helps to promote pupils' good personal development.

Pupils' literacy and numeracy skills are developed satisfactorily and are enabling them to develop their skills for the world of work. Whilst some improvements have been made in mathematics and science, there are still too few opportunities for pupils to use what they have learnt or to explain their ideas. Since the last inspection, the provision for ICT has improved, and is increasingly used to support and enhance the pupils' learning in order to become more of an integral part of learning in all areas of the curriculum.

## **Care, guidance and support**

### **Grade: 3**

Overall, care, guidance and support are satisfactory, but with a particularly good feature. This is a caring school where pupils' well-being is of paramount importance. Pupils and parents recognise this and it is a key factor in pupils' positive attitudes to school. Health and safety procedures are well understood and any pupils who are at risk are quickly identified and supported well. Pupils say that they feel safe and know who to turn to, if necessary. Support for pupils with learning difficulties is satisfactory. Outside agencies and parents are involved effectively, particularly when supporting pupils returning to mainstream education.

The academic guidance and support provided by the school are satisfactory overall but there are some inconsistencies. Recently developed procedures to enable the school to track pupils' progress more carefully are in use. However, assessment information is not used well enough in some lessons to inform teachers' planning, to set high expectations or to help pupils with the next steps in their learning. The quality of marking is satisfactory, and good in some classes, but it is not used by all teachers consistently enough to show pupils what they need to do next to improve.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. Leaders analyse data and monitor teaching to see what works well and what needs to be improved. They take action to address weaknesses but require more rigour to ensure consistency of practice. Priorities for improvement lack the focus needed to ensure pupils achieve well. Consequently,

the school's understanding of its overall effectiveness is satisfactory. Governors are involved in the school and are developing their skills to check pupils' progress and how well the school is doing. However these checks are not yet rigorous enough, so pupils' achievement and progress remain satisfactory. The school takes into account the views of parents, and a large majority responded positively when asked about the effectiveness of their school.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Inspection judgements

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

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for talking to us and showing us your work when we visited your school. We are pleased to hear that you like school and that the grown-ups are kind and look after you well. We think that they help you to know just what you have to do to keep safe and healthy. We were happy to hear that there are plenty of things for you to take part in, such as all the music activities and your different clubs. We think you are polite to adults and behave well.

Cubert is a satisfactory school. In order to make your learning even better, we have asked the adults at your school to:

- make sure you are given lots of opportunities that help you to do your very best
- make sure that teachers are always helping you to know what you need to do to improve your work
- keep checking exactly what the school does best and what could be better.

Thank you again for helping us with our work.