

Cubert School

Inspection report

Unique Reference Number	111880
Local Authority	Cornwall
Inspection number	337768
Inspection dates	17–18 November 2009
Reporting inspector	John Carnaghan

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	126
Appropriate authority	The governing body
Chair	Mrs S Wills
Headteacher	Miss K Brown
Date of previous school inspection	7 October 2006
School address	Chynowen Lane Newquay Cornwall TR8 5HE
Telephone number	01637 830469
Fax number	01637 830469
Email address	head@cubert.cornwall.sch.uk

Age group	4–11
Inspection dates	17–18 November 2009
Inspection number	337768

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, looked at school documents and policies, the planning of lessons and the curriculum, and the school's plans for the future. They scrutinised 48 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following aspects.

- The quality of teaching and its impact on the current attainment and progress of pupils.
- The impact of improvements introduced by the leadership and management.
- The quality of the governors' involvement in the school's safeguarding procedures.

Information about the school

Cubert School is smaller than average. It has very few pupils from minority ethnic groups and almost all speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is a little below average. The largest group of these pupils has moderate learning difficulties. The school holds the Activemark award and Healthy Schools Standard. The present headteacher took up her post in September 2008. The Nursery and before and after-school clubs are independently managed and inspected separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. The headteacher, ably supported by her staff, has implemented numerous reforms in the last year. These are leading to significant improvements and some aspects of the school are good. Pupils are well cared for and this promotes good personal development. They correctly regard the school as safe and know that assistance and advice is readily available, should they need it. Behaviour is good. Positive relationships in classrooms and around the school are an effective support to learning. Plenty of exercise before, during and after school and the availability of healthy food mean that pupils develop a good awareness of what it takes to grow up healthily. Parents are satisfied with the school and find little to concern them. One typically commented: 'Our child is extremely happy at Cubert School and looks forward to going each day. The teaching she experiences challenges her.'

Children enter the Early Years Foundation Stage with skills that are below those expected for their age. They leave Year 6 with attainment that is close to the national average. This represents satisfactory achievement. Pupils with moderate learning and other difficulties receive good support and their achievement is similar to that of other pupils. The school is successfully tackling the pattern of some boys doing less well than girls in recent years. Improved teaching, with lively engaging lessons and very good marking and guidance for pupils, means that many pupils have made good progress during the current term. Despite much good practice, some inconsistencies in teaching remain and the pace of learning sometimes slows down.

The curriculum is satisfactory. The school agrees that it is not always very stimulating and is improving matters by considering boys' interests more fully and planning to link subjects together in more interesting ways. The school acknowledges that its contribution to community cohesion could be better and has plans to improve pupils' understanding, not just of the local community, but of communities that are further afield.

Rigorous self-evaluation, particularly the monitoring of teaching, is improving areas of weakness and the school demonstrates a trend of self-improvement. This is firmly supported by realistic and relevant plans for the future. Governors play their part well, supporting and challenging the school in equal measure. The active, upbeat headteacher and her committed team work very cohesively, embedding ambition and driving improvement. Systems to enable the school to improve more rapidly in the future are now fully in place. However, these have not had a significant impact on pupils' achievement, so the school's capacity for sustained improvement is satisfactory.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

What does the school need to do to improve further?

- By July 2010, raise attainment, especially of boys by:
 - improving the consistency and pace of lessons
 - introducing topics and activities that engage boys more closely
 - providing resources that are as appealing to boys as they are to girls.
- By December 2010, develop the curriculum so that it enhances pupils' learning by making interesting links between subjects.
- By December 2010, improve the way the school promotes community cohesion by developing its association with local, national and international communities.

Outcomes for individuals and groups of pupils

3

Pupils enjoy learning because lessons are interesting and they receive both strong support and great respect from their teachers. This was exemplified in a Year 5 and 6 English lesson, where the teacher's perceptive and empathetic approach and clear exposition meant that all groups of pupils collaborated well and worked independently on their tasks. Improvements in teaching are boosting pupils' progress, but this is relatively recent and pupils' attainment at the end of Year 6 was average in 2009 and has been for a number of years. Given that pupils enter Year 1 with the expected aptitudes and skills for their age, albeit a little below expectations in personal, social and emotional development, achievement is satisfactory.

The school has seen girls reach marginally higher levels of attainment in recent years. Boys' achievement, while satisfactory, has been slightly below that of girls. The school recognises this tendency and is modifying the curriculum so that it is more appealing to boys. It has purchased some resources that support these changes. The result of these initiatives is that boys' progress during the current school year has improved and is now much closer to that of girls. The school's good use of assessment enables the early identification of pupils who experience barriers to learning. Special sessions to boost progress and extra help from capable teaching assistants ensures that pupils with moderate learning difficulties make at least as good progress as their peers.

Pupils demonstrate a good knowledge about how to stay safe, both in and out of school. Their good behaviour and harmonious relationships help to make school a pleasant, stress-free environment. Good information, especially from visitors like the police, ensures pupils have a clear understanding of dangers on the roads and the potential perils of the internet. The active school council plays a large part in promoting the school's positive ethos. Pupils play their part in the local community by contributing to local events and taking part in church services. Attendance has improved and, despite some parents taking holidays during the school term, is similar to the national average. This outcome, coupled with pupils' satisfactory development of basic skills, such as literacy and numeracy, means that their preparation for future well-being is satisfactory. Pupils have a firm grasp of moral issues, including distinguishing right from wrong. Their spiritual, moral, social and cultural development is satisfactory.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teaching is satisfactory and improving. Regular focused monitoring, largely by the headteacher, promotes best practice. Planning is good and teachers manage classrooms and pupils with confidence. Good behaviour in classrooms is the norm and pupils usually concentrate hard, enjoying what they are doing. They work together very well. Marking of work is thorough and provides much encouragement and practical advice. Teachers' comments are closely linked to straightforward targets for improvement. In this way, pupils get to know how well they are getting on and the next steps in their learning. Assessment is good and provides regular checks on pupils' progress, triggering extra support if it is deemed necessary.

Competent, committed teaching assistants work closely with teachers to provide good support for pupils who experience barriers to learning. Occasionally, teachers set tasks without indicating time deadlines and the pace of learning can diminish. Some less effective teaching in Years 1 and 2 means progress at this age is currently satisfactory. In Years 3 to 6 more consistently high-quality teaching ensures that these pupils' current progress is good. The positive impact of recent improvements in teaching on pupils'

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

long-term achievement is still to be seen.

The curriculum meets requirements and provides pupils with satisfactory preparation for their next stages of learning. The school provides some opportunities to combine subjects to raise pupils' interest, but it acknowledges that these links need to be increased and has plans to develop the curriculum in a more creative way. The enrichment of curriculum experiences through trips and visitors is satisfactory and helps to broaden pupils' horizons. There is a varied, stimulating range of after-school clubs, from animation to yoga, and these are deservedly popular and well attended.

Pupils correctly report that they are cared for well. One wrote: 'I love this school because I know kids with disabilities feel welcome and happy.' All adults work well to ensure that pupils stay safe. The school plans very well to support those with special educational needs and/or disabilities. Persistent efforts to promote full attendance have resulted in fewer absences in recent months. Strong links with outside agencies provide extra help and expertise to support the most vulnerable.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has had a positive impact and has reinvigorated the school. Dynamic and relentlessly positive, she leads an ambitious and committed staff team. Her monitoring of teaching is rigorous and systematic and actively promotes better classroom practice, leading to acceleration in pupils' progress. Across the school, there are signs that improvements are underway, but these have not fully impacted on achievement. The school is paying closer attention to improving boys' attainment and this has started to close the gap with girls. The promotion of equal opportunities is satisfactory and the school is inclusive.

Governors play a significant role. They regularly review school policies and procedures and monitor activities systematically. They use their good understanding of the school to act as critical friends. The school has clear policies and good procedures to safeguard pupils and governors play a full part in this. Thorough risk assessments are regularly done. The school's accommodation and resources are satisfactory and it makes the maximum use of them.

The school actively forges strong links with parents. Most feel well informed about the school's activities and report that they are well supported. Strong partnerships are beneficial in helping to avoid rural isolation. The local cluster of primary and secondary

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

schools helps to provide additional training opportunities for staff. Visiting teachers make a significant contribution to broadening pupils' learning experiences. The school calls in outside expertise as appropriate to support its most vulnerable pupils.

The way community cohesion is promoted is satisfactory. The school is internally cohesive and there are good local links and with an African school. However, it recognises the need to promote this area more strongly and is actively seeking partners elsewhere in the United Kingdom and Europe.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Most children enter the school from the independent nursery that operates on the same site. Their skills and aptitudes are below those expected for their age, with particular weaknesses in personal, social and emotional development. These low standards mean that children take a long time to settle into the Reception class. Although they leave the Early Years Foundation Stage with aptitudes and skills close to those expected for their age, they still have not reached the expected levels in personal, social and emotional development. This relative weakness is not a reflection of the provision, which is good, but more of the difficulty of developing children's abilities to relate constructively with each other and to work independently.

Close teamwork between teachers and teaching assistants ensures that all children are fully supported in their learning and that lessons run smoothly. All adults contribute fully to the thorough ongoing assessment of children's development. This information feeds into the planning of sessions to meet each child's needs. Careful lesson preparation

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

means that children play and learn freely, inside and out. However, their easy transfer to the attractive outdoor area is limited by some narrow steps. There are good resources to support learning. Good quality care ensures that the Reception area is secure and pupils are safe as they go about their daily routines.

The leadership of the Early Years Foundation Stage has grasped the importance of close collaboration with the adjacent nursery. The spread of expertise to their neighbours is starting to have a positive impact on children's attainment as they join the Reception class. The shared outside area enables adults to get to know the younger children before they transfer into the Reception class. This, and close links with parents, mean that children settle into the Reception class quickly. Ongoing effective liaison with parents helps to involve them more closely in their children's development.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents' views reflect a high degree of satisfaction with the school. Almost all of their responses report that their children are happy at school and say that teaching is good. A few parents expressed concerns about behaviour, but this was not reflected in inspection evidence, which supports the judgement that behaviour is good. Pupils' views about behaviour are largely positive.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cubert School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 48 completed questionnaires by the end of the on-site inspection. In total, there are 126 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	71	13	27	1	2	0	0
The school keeps my child safe	29	60	18	38	1	1	0	0
The school informs me about my child's progress	25	52	16	33	4	8	0	0
My child is making enough progress at this school	21	44	20	42	2	4	1	2
The teaching is good at this school	23	48	21	44	1	2	0	0
The school helps me to support my child's learning	18	38	24	50	4	8	0	0
The school helps my child to have a healthy lifestyle	22	46	20	42	5	10	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	19	40	18	38	3	6	0	0
The school meets my child's particular needs	20	42	20	42	3	6	0	0
The school deals effectively with unacceptable behaviour	21	44	15	31	8	17	0	0
The school takes account of my suggestions and concerns	21	44	20	42	5	10	0	0
The school is led and managed effectively	24	50	19	40	3	6	0	0
Overall, I am happy with my child's experience at this school	25	52	20	42	2	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



19 November 2009

Dear Pupils

Inspection of Cubert School, Cubert, Newquay, TR8 5HE

Many thanks for your friendliness and courtesy when the inspectors visited your school recently. We really enjoyed meeting you and we were pleased to note how happy you are at school. We thought your behaviour was good ' well done! As you told us, the school cares for you well. In many ways, your development is good but, although your progress in lessons has improved, your standards of work are similar to pupils of your age across the country and your achievement is satisfactory. Over the last few years boys have not done quite as well as girls.

The headteacher and her team of staff have begun to improve the school. They have plans to make the things you study (called the curriculum) more interesting. They work hard to improve teaching and other aspects of the school and this is starting to work. Teaching is satisfactory but some elements of it are good: we were particularly impressed with the very good marking of your books. This means your progress is better this year. Cubert provides a satisfactory education for you, but things are definitely getting better.

I have asked the school to concentrate on improving three important areas.

- To raise attainment and achievement, especially for boys, through better teaching and providing work that appeals more to boys.
- To develop the curriculum to make it more interesting.
- To make links with schools and communities in different areas.

Once again, thanks for all your help. It was great meeting you.

Yours sincerely

John Carnaghan

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.