

Cusgarne Community Primary School

Cusgarne, Truro, Cornwall, TR4 8RW

Inspection dates 25–26 February 2014

| | | | |
|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Good | 2 |
| 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.

- Pupils of all abilities make good progress and achieve well throughout the school. By the time they leave at the end of Year 6, their attainment is above average.
- Children make a strong start to their learning in the Reception Year. They are inquisitive and respond well to the stimulating activities provided for them and make good progress.
- The quality of teaching is consistently good, and some is outstanding. Teachers expect the best of their pupils who, in turn, find their lessons enjoyable and informative. As a result, all pupils achieve well, including those whose circumstances mean they are at risk of not doing so well.
- Pupils' behaviour is consistently good. Pupils feel valued and extremely well cared for. As a result, they attend regularly, respond well to their teachers, feel very safe, take good care of each other and are extremely proud of their school.
- The headteacher provides the school with clear direction and purposeful leadership. Working closely with her small team of staff and governors, standards have continued to improve since the previous inspection, a period that saw some significant changes in staffing.
- Governors challenge and support leaders well. They are fully involved in all aspects of the school and are committed to securing further improvement.

It is not yet an outstanding school because

- Teachers do not use a consistent approach when they mark pupils' books and written comments they provide are not always clear enough to help pupils improve their work.
- Teachers do not always do enough to make sure pupils spell correctly.
- When teachers ask pupils to check the quality of their work, they do not always provide clear enough guidelines to help pupils do this successfully.

Information about this inspection

- The inspector visited seven lessons and observed three teachers. The headteacher joined the inspector to observe two of the lessons. The inspector also looked at the teaching of phonics (linking letters and sounds) being delivered by teachers and teaching assistants.
- The inspector held discussions with the headteacher, staff, pupils, parents, governors and a representative from the local authority.
- The inspector observed the school's work and looked at a range of documents, including the school improvement plans, priorities for development, achievement data and documents relating to safeguarding children.
- The inspector took account of the 26 responses to the Parent View online questionnaire and the 12 responses to the staff questionnaire. He also spoke to some parents at the start of the school day.

Inspection team

John Cavill, Lead Inspector

Additional inspector

Full report

Information about this school

- Cusgarne is smaller than the average-sized primary school.
- Children in the Early Years Foundation Stage are taught in Class 1, with pupils from Year 1. Pupils in Years 2 and 3 are taught together in Class 2 and those in Years 4, 5 and 6 are together in Class 3.
- Almost all pupils are of White British heritage. No pupils have English as an additional language.
- The proportion of pupils who join or leave the school at times other than would normally be expected is higher than the national average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average, as is the proportion of pupils who are supported at school action plus or with a statement of special educational needs.
- Only a very small number of pupils are supported by the pupil premium. This is additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and those with a parent or carer in the armed forces.
- A very small number of pupils are either educated at home part time or at another school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise the quality of teaching and the rate of pupils' progress from good to outstanding, particularly in writing, by ensuring teachers:
 - use a consistent approach when they mark pupils' books to include written comments that are clear and help pupils to improve their work
 - insist that pupils spell correctly
 - provide clear guidelines for pupils when they are expected to check their own work or progress in lessons.

Inspection judgements

The achievement of pupils

is good

- Achievement is good across the school. The majority of children who join the school in the Early Years Foundation Stage have skills that are typically similar to what would normally be expected for their age. However, some arrive with skills that are low, especially in aspects of literacy and numeracy.
- By the time pupils leave the school at the end of Year 6, they have reached standards that are above average in English and mathematics. Pupils' work and school assessment information show that current pupils, including the more-able pupils, are making good progress and these above-average standards are being maintained. Achievement is not yet outstanding because standards in writing, especially at the higher National Curriculum levels, are still slightly behind reading and mathematics. However, the school is successfully addressing this issue and standards are improving quickly.
- For Reception children, routines are established quickly and they work together well and become confident in their learning.
- The systematic teaching of phonics (letters and the sounds they make) ensures that younger pupils acquire secure basic reading skills. They enjoy reading and understand the difference between fiction and non-fiction writing. When pupils read they do so confidently with good expression. The weaker performance in the Year 1 phonics check last year has been fully attended to by the school and pupils in the current Year 1 sound out words confidently.
- The small number of pupils who are disabled or who have special educational needs make good progress. Their needs are well known and good support from teachers and teaching assistants enables them to achieve their suitably challenging individual learning targets. This is also the case for pupils who are educated, either fully or partly, away from the school. Effective liaison and monitoring by the school, including shared planning of work, ensure these pupils achieve well.
- Pupils who join the school at times other than would normally be expected are welcomed, supported and quickly start to make good progress. This is an inclusive school where everyone is valued as an individual and high expectations from teachers ensure pupils are encouraged to be the best they can be.
- Pupil premium funding has been spent well to support the learning of the very small number of pupils for whom it is intended. Their progress is similar to that of their classmates due to the effective way in which the funding has been used to provide the support necessary to meet their learning and personal needs, demonstrating the school's commitment to providing equal opportunities.

The quality of teaching

is good

- Teachers have high expectations and plan lessons that excite and interest pupils. Good links are made between different subjects and to previous learning. This helps to promote pupils' confidence and enjoyment in learning, as well as their spiritual and cultural development.
- From the time children start in Reception they are taught how to sit and listen and sustain interest, making sensible contributions and listening carefully to what others say. As a result, pupils throughout the school confidently express their ideas or ask their own questions and this greatly helps their learning. Pupils in the Class 3 discussion on graffiti listened attentively and expressed some strong views on the impact of graffiti within society.
- Effective teaching often continues outdoors. Using the story about *Mr Big*, Class 1, including children in Reception, went outside to draw giant cakes and biscuits with chalk on the playground, before measuring them with parts of their body to practise their counting and estimating skills. Adults take every opportunity to extend children's language and numeracy skills by regularly asking the children about things they are doing.

- Teachers use assessment information well to plan tasks that reflect pupils' different levels of understanding, including challenging extension activities for more able pupils. Pupils are keen to know when they have done well and enjoy being rewarded for good work. At times they are asked to check for themselves how good a piece of work is. However, they find this difficult when they do not have clear enough guidelines to help them. This slows their progress and they often have to ask the teacher for advice.
- Teachers adjust their teaching when necessary, tackling any misconceptions, so that all pupils make good progress in lessons. However, teachers do not always challenge incorrect spellings in pupils' work, limiting their ability to write accurately at higher levels.
- Pupils' work is regularly and accurately marked. However, teachers do not have a consistent approach to the way the books are marked, which can lead to some confusion. In addition, the written guidance provided is not always clear enough and therefore does not help pupils to improve their work.
- Literacy and mathematics are taught well. Regular sessions for pupils to practise their extended writing skills are helping to accelerate their progress in writing. Problem solving activities in mathematics are used effectively to help pupils to apply their skills in real-life situations.
- Teaching assistants are skilful in supporting teaching and learning, especially for pupils who are at risk of not doing as well as others. This results in all pupils, including disabled pupils, those who have special educational needs and those supported by the pupil premium, achieving well.
- All parents and pupils agree that teaching is good at the school and pupils say that they enjoy school. This is reflected in their positive attitudes towards learning and ability to work together.

The behaviour and safety of pupils are good

- The school is a very welcoming, harmonious community that fosters good relationships. As a result, pupils get on very well together in an atmosphere of mutual respect.
- Pupils' behaviour is good. Pupils say they enjoy learning and the inspector observed this clearly in lessons where pupils were enthusiastic and responsive, displaying positive attitudes to their learning. They are keen to work together and are able to sustain their concentration when working on activities without direct help or supervision from adults.
- Pupils arrive at lessons promptly, ready to learn, and organise the resources they need quickly and quietly. They work well together, confidently discussing the tasks, sharing the resources and making good progress through their cooperative approach.
- Pupils are very proud of their school, valuing their time there. The Year 6 pupils who spoke to the inspector said they would be sorry to leave at the end of the school year.
- Pupils behave well across the school, in lessons, in assemblies and in the playground. Pupils understand what constitutes acceptable behaviour. On rare occasions when there is low-level inappropriate behaviour, such as pupils chatting socially to each other, teachers quickly intervene and get the pupils back to their work.
- The school's work to keep pupils safe and secure is outstanding. All pupils, parents and staff unanimously agree that children are looked after well and kept safe. A pupil, who had arrived recently at the school, confirmed this view. They said to the inspector, 'I felt safe from the moment I walked through the door.'
- Pupils take their own, and others', safety very seriously. Older pupils are keen to act as 'buddies' for pupils who are new to the school and this extends throughout their time there, reflecting the warm relationships between pupils of all ages.
- Pupils have few concerns about bullying and school records show that it is very rare. Pupils are fully aware of what constitutes bullying and understood the different forms of bullying, including physical, emotional and cyber bullying. They understand what they need to do if they encounter bullying, but say that the adults in the school support them very well and always deal with any problems that they may have quickly and effectively.
- Attendance has improved and is now above average.

The leadership and management are good

- The headteacher provides strong leadership for the school. The key strength of leadership and management is the way in which all members of staff, including middle leaders and governors, are helped to operate as an effective team, with a common ambition to drive improvement and raise standards. This has resulted in good achievement for pupils over many years and has been sustained even when there have been significant changes in staffing.
- Leaders have a clear and accurate view of the school's strengths and have identified appropriate areas for improvement. Good teaching has been maintained and weaker teaching in the past has been successfully challenged and improved. This has been secured through support, training and regular checks on classroom practice. A climate has been created where teachers are eager to learn from each other and improve their practice.
- Checks on teaching and pupils' progress are rigorous and accurate. Every term, class teachers meet with the headteacher to discuss individual pupils' progress. These meetings ensure that teachers have a good understanding of how well their pupils are doing and the action they should take to support and help them reach their challenging targets. These link closely to the management of teachers' performance and ensure that further training has a strong focus on improving what the school offers and pupils' standards.
- Care is taken to ensure that pupils supported by the pupil premium are able to take part in all that the school has to offer. The extra funding provided for these pupils is spent wisely. It is used to provide one-to-one and small-group support, including activities to extend the learning for those who are more able. The progress of these pupils, disabled pupils, those who have special educational needs and those who are educated away from the school is regularly checked to ensure that support for them is having a positive effect on their progress.
- The learning in the Early Years Foundation Stage is well planned and focused on children's needs and interests, so the children are enthused and motivated by all that is on offer to them.
- English and mathematics are given an appropriately high priority in the curriculum; but time is also given to develop pupils' interests across a range of subjects, and this contributes strongly to their good attitudes to learning. The curriculum is enhanced by a variety of visits and visitors. Recently, pupils in Class 3, working with the Cornwall Dance Partnership, performed 'Fairy Tales and Scary Tales' at The Hall for Cornwall. Activities such as this promote pupils' spiritual, moral, social and cultural development well.
- The primary school sports funding is being used effectively. The school works with two local clusters of schools to encourage all pupils' involvement in competitive sport. This motivates pupils well and is leading to improved physical skills, health and well-being.
- All parents who were spoken to or responded to Parent View were very positive about their children's education and said they would recommend the school to other parents.
- The local authority provides effective support to the school. Regular monitoring and specific training have made a positive contribution to the school's drive to improve.
- **The governance of the school:**
 - The governing body is knowledgeable, well led and organised. It is well informed about the performance of staff and pupils, including the quality of teaching, through high-quality reports from the headteacher and governors' own first-hand observations of the school's work. Governors closely question the quality of teaching and, with the headteacher, successfully challenged underperformance. They ensure that teachers' pay is linked to the progress of their pupils. They have worked carefully and consistently to ensure that safeguarding policies and practices are rigorous and meet national requirements. They have a good understanding of how the school uses its resources, including the effective use and impact of the pupil premium funding. They know how well their pupils perform when compared with schools nationally.

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

| | |
|--------------------------------|----------|
| Unique reference number | 111845 |
| Local authority | Cornwall |
| Inspection number | 431462 |

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 | 79 |
| Appropriate authority | The governing body |
| Chair | Margaret Upton |
| Headteacher | Wendy Nicholls |
| Date of previous school inspection | 13 January 2009 |
| Telephone number | 01872 863563 |
| Fax number | 01872 863563 |
| Email address | secretary@cusgarne.cornwall.sch.uk |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 assesses 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 0300 123 4234, 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 information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

