

Cury Church of England Primary School

Churchtown, Cury, Helston, Cornwall, TR12 7BW

Inspection dates 4–5 February 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The standards of teaching are not consistently good enough to significantly raise pupils' achievement. The progress of some pupils is not promoted well enough because they are not sufficiently challenged in lessons.
- A number of initiatives introduced by the new headteacher to improve teaching and learning are not yet having a substantial impact.
- Pupils do not always understand precisely what they are expected to learn and what they need to do to be successful.
- Some pupils remain too reliant on adults to help them concentrate on their learning and, as a result, are not confident to work on their own.
- In the early years provision, learning opportunities and experiences are not always demanding enough to meet the needs of the most able children. This results in some children not being suitably challenged.
- Governance is at an early stage of development. In the past they have not challenged senior leaders sufficiently, nor held them to account, for the achievement of pupils in English and mathematics.

The school has the following strengths

- The headteacher has an ambitious vision for the school. It is focused on significantly improving the learning environment and raising standards. Governors are keen to develop their skills.
- Pupils behave well around the school. They are polite and well-mannered and show consideration for others.
- The school is an orderly community where pupils feel safe and parents appreciate that the school takes great care of their children.
- The strong ethos of the school contributes significantly to the very strong relationships between adults, pupils and the wider community.

Information about this inspection

- The inspector observed two teachers and two teaching assistants in a total of seven lessons or part lessons. These included two joint observations carried out with the headteacher and the head of school.
- Discussions were held with the headteacher, seven members of the governing body, the head of school, the school improvement partner, a representative from the local authority, and with parents and pupils.
- The inspector took account of 11 responses to the online questionnaire, Parent View, and the views of parents from informal discussions at the start of the school day as well as nine responses to the staff questionnaire.
- The inspector heard individual pupils read and discussed their reading preferences with them and scrutinised work in pupils' books across a range of subjects and classes.
- Pupils' behaviour inside and outside the classroom was observed.
- The inspector observed the school's work and looked at a number of documents including the school's own information about pupils' learning and progress, records relating to behaviour and attendance and safeguarding information, as well as the school's records of its own monitoring and self-evaluation.

Inspection team

Julie Jane, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a much smaller than average-sized primary school, although numbers are increasing.
- There are three classes in the school, key Stage 2, Key Stage 1 and an Early Years provision class.
- All children in the reception class attend full time education.
- Almost all pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs is above the national average, but declining. There are no pupils at the school in the care of the Local Authority.
- The proportion of pupils supported by the pupil premium is average but increasing. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- Before- and after-school clubs are run by the school.
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- The school is part of the Southerly Point Co-operative Trust that links schools in the Helston and Lizard areas.
- The current headteacher took up post in July 2013. Previous to that, there was an interim executive headteacher. She is supported by a full-time head of school because currently the post of headteacher is only for three days a week.
- 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?

- Further improve the quality of teaching across the school, including the early years provision, in order to ensure that:
 - pupils understand precisely what they are expected to learn and know how to make their learning better
 - teachers have consistently high expectations of pupils and ensure they are set challenging work to help them make good progress and attain the standards they are capable of
 - all groups of pupils have consistently positive attitudes to learning, resulting in them becoming more confident so that they are able to learn on their own
 - opportunities and experiences that children in the early years provision experience meet their needs and challenge them in their learning more effectively.
- Improve the governors' strategic responsibility for the school by:
 - holding senior leaders to account more consistently for the quality of teaching and learning in the school
 - making sure governors rigorously monitor and evaluate the effectiveness of the school.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management should be improved.

Inspection judgements

The leadership and management

requires improvement

- Despite recent improvements, leaders and managers have not had a strong enough impact on improving the quality of teaching. As a result of this, progress and attainment across the school is inconsistent.
- Leaders for the Early Years Foundation Stage have made considerable improvements in the opportunities for children recently. However, the most able children are not being 'stretched' enough when learning new skills in reading, writing and number.
- The school's improvement plans show that leaders have accurately identified the areas requiring development and there are indicators that show that both the quality of teaching and the progress pupils make are beginning to improve. This progress, however, is not consistent across year groups.
- Senior and middle leaders, those in charge of subjects, and other staff have embraced the headteacher's ambitions for the school. Together, they are working to build on the many improvements they have identified to move the school forward, including a substantial improvement in the school's accommodation. The school has received valuable support from the School Improvement Partner and headteachers from the local Trust schools in raising standards.
- Leaders have initiated strategies to monitor the quality of teaching and make use of data to check on the progress of all groups of pupils, and this is improving attainment Where standards are falling short of what is expected, training has been put into place to support staff, such as in the teaching of mathematics, which has had a positive effect on most pupils' learning.
- Leaders and managers have used pupil premium funding effectively to enable disadvantaged pupils to take part in a wide range of extra-curricular activities as well as to narrow the gap in attainment between them and other groups by providing extra support. This was particularly evident in the 2014 Key Stage 1 results, where both groups achieved similar standards in mathematics and disadvantaged pupils achieved better standards than others in reading and writing.
- The school works well with parents, especially those whose children have additional needs. All those who responded on Parent View would recommend the school to others. School numbers are increasing rapidly. The school also works well with other local schools and is part of the Southerly Point Co-operative Trust, established to support all schools in the area.
- The Sports Funding provided by the government is used effectively to introduce pupils to new sports and to improve the skills of teachers. There is a strong focus on improving pupils' lifestyles and their physical well-being. Competitive sport is made possible by the membership of the trust as the school works with other small schools who do not have enough pupils in a cohort to establish teams to take part in competitions, increasing participation rates.
- The curriculum (topics and subjects taught) is generally effective in promoting good progress in basic skills and complies with current legislation. The pupils enjoy their learning and the school has prepared well for the new curriculum.
- Pupils' spiritual, moral, social and cultural development is well developed. Pupils show sensitivity towards each other and assemblies follow themes which encourage pupils to be thoughtful and show compassion for others and show tolerance towards people of different faiths. Their learning about other countries helps them to gain an understanding of different cultures and prepares them effectively for life in modern Britain.
- The school's systems for the safeguarding of pupils are good. The school are extra vigilant in making sure all pupils are safe from harm in school. Parents say they feel the school keeps their children exceptionally safe.
- **The governance of the school:**
 - Governors are committed to developing their skills. They make regular visits to the school to observe the school's work. They receive reports on how the school uses any additional funding to support eligible pupils and evaluate its impact. Governors ensure that safeguarding arrangements meet requirements. However, governance remains ineffective. Governors confirm that the performance management of the headteacher is carried out appropriately, but their understanding of the performance management of individual staff linked to pay progression is much less secure. They receive evaluative reports from the headteacher on the quality of teaching and learning and the progress made by pupils. They are at an early stage of understanding the school's strengths and weaknesses and do not, as yet, feel confident to challenge senior leaders on the information they are given. Governors have taken part in training but, as many of them are new to the role, they need support so that they can more effectively challenge the school to improve standards of teaching and the pupils' progress.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is mostly good and the pupils have positive attitudes to their learning. In some lessons, not all pupils are engaged in the task because they find the work too easy or too hard or they do not understand fully what they have been asked to do. This has an impact on the progress they make and their ability to complete the work.
- Parents and staff all agree that behaviour is strength of the school. The school's monitoring confirms this. Pupils get on very well together and pupils' conduct around school and out in the wider community is excellent. Teachers manage behaviour calmly and effectively. The school has appropriate procedures which are consistently followed.
- Newly arrived pupils soon settle into school. Break times are calm and harmonious, with pupils of different ages playing together happily. Pupils use play resources very sensibly and take good care of the school building.
- Good provision for spiritual, moral, social and cultural development ensures that relationships throughout the school are very positive. Pupils are asked to reflect on how their behaviour can affect other people. During an assembly to celebrate pupils 'good work, time was taken to discuss kindness and how unkindness can upset some pupils.
- Pupils are prompt to lessons and look after equipment well.

Safety

- The school's work to keep pupils safe and secure is good. Safeguarding of the pupils is well organised and secure.
- The school is known for its caring ethos. Parents refer to the school as a true community school. One parent said that the school is very inclusive and sensitive to her child's needs, while another wrote that 'Cury has a loving, caring and nurturing environment which extends throughout the school.'
- There is no recent evidence of bullying incidents in the school. Pupils know about what constitutes bullying, including cyber-bullying, and they say there is no bullying in the school. They are confident that if they were concerned, they could tell an adult about it and it would be dealt with.
- The site is very secure. Systems for getting in and out of the school are rigorous and reflect the care that is taken to keep pupils safe.

The quality of teaching requires improvement

- Teachers do not always plan work that provides a sufficient level of challenge. At times work is too easy for the most able and, as a result, these pupils do not always make as much progress as they could.
- Teacher's planning does not always state precisely what pupils are expected to do and learn in the lesson. In the mixed-age classes the activities are not structured in a way that pupils can understand and move on to the next steps on their own. Consequently, pupils' progress slows as they wait for support from an adult to explain what they have to do next.
- Teachers do not always have the highest expectations of what the pupils can achieve. For example, pupils do not always complete the work in their books or contribute to discussions with their learning partners. Lessons do not always fully engage all pupils and this limits the progress that they can make.
- Teachers have good relationships with pupils and manage their behaviour well. Pupils understand expectations of positive learning behaviours and clear routines have been established. Pupils understand the rewards for good behaviour in lessons and the consequences when that behaviour falls short of expectations.
- For most groups of pupils, teachers' expectations are improving. Effective use is made of information and communication technology and marking clearly indicates next steps in learning.
- Most teaching assistants give good support to pupils of all abilities. However, sometimes, particularly in the teaching of phonics (letters and the sounds they make), the skills teaching assistants have acquired are not developed well enough to make sure that learning is effective.

The achievement of pupils requires improvement

- Since the appointment of the current headteacher, most pupils are beginning to achieve better. This is

because their progress is being checked more regularly as they move through the school.

- The number of pupils reaching the expected standard in the 2014 phonics check (the letters and sounds that words make) at the end of Year 1 was lower than that achieved nationally. To ensure that pupils make better progress in learning these key reading skills, the school has increased its emphasis on teaching phonics.
- Standards in mathematics in Key Stage 2 are not high enough, with too few pupils attaining the higher levels. Leaders have focused on improving standards and pupils are beginning to make quicker progress. School data shows that most pupils are now making better progress in writing and mathematics, although there is still inconsistencies across year groups.
- At the end of Key Stage 1 and Key Stage 2, pupils are confident readers and have positive attitudes towards reading.
- The proportion of pupils achieving expected progress in reading, writing and mathematics is broadly in line with national comparisons, but the numbers of pupils reaching the higher levels in mathematics are lower than average at the end of Year 6. No pupils achieved the expected attainment in English grammar, punctuation and spelling.
- In last year's national tests, the expected progress of disadvantaged pupils in Year 6 in reading, writing and mathematics was broadly in line with national expectations and when compared to other pupils in the school. The attainment of the pupils who benefitted from the pupil premium rose significantly, particularly in mathematics. The progress of disadvantaged pupils across the school currently is lower in writing and mathematics than that of other pupils and pupils nationally by about one term, and a few pupils are up to a year behind in writing.
- Disabled pupils and those with special educational needs are quickly identified. Parents are involved at an early stage in identifying the help that pupils need. The specific help pupils are given means that their progress at the end of Year 6 is broadly in line with national expectations.

The early years provision

requires improvement

- When children start in the Reception class, most are working below typical levels for their age. They settle well and have a high level of adult support. By the time they leave to join the main school, children are confident in their learning and are approaching nationally expected levels. However, more able children do not make the progress of which they are capable.
- The leadership and management of the early years provision requires improvement. Teaching for the five year old children does not take enough account of what they already know. This results in a lack of challenge for the most able. Adults do not always ask questions that help children to develop their knowledge, skills and understanding.
- There is a very happy atmosphere across the Early Years Foundation Stage. Children make strong progress in personal, social and emotional development. They quickly learn to work together and behave well.
- Adults keep careful records of children's progress, but the evidence in children's work, particularly in writing and numbers, is not always consistent with these records. There is little evidence that parents share information about their children's learning and development at home with the school to contribute towards the child's learning journey.
- Children enjoy learning, both indoors and outdoors. However, the range of activities is not as stimulating across all the areas of learning. Opportunities in literacy, numeracy and exploring and using media and materials are more limited than in the other areas of learning such as personal, social and emotional development. Leaders and managers do not provide enough opportunities for children to develop their writing skills and pencil control; their knowledge of numbers is limited. Children are not expected to listen well enough to adults when they are outside and opportunities for speaking and listening are not always developed by some of the adults in the room. Not all teaching staff have a secure understanding of the teaching of letters and sounds.
- Recent work to develop the indoor provision and the addition of an outdoor area since the last inspection has been very successful and has helped improve provision significantly.
- Children are taught how to think about safety matters, and observations of children at work and play ensure that everything possible is done to keep them safe

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	112001
Local authority	Cornwall
Inspection number	449587

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	43
Appropriate authority	The governing body
Chair	Margaret Bostock
Headteacher	Lisa Newberry
Date of previous school inspection	10–11 June 2010
Telephone number	01326 240549
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Email address	head@cury.cornwall.sch.uk

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