

Egloskerry School

Inspection report

Unique reference number	111928
Local authority	Cornwall
Inspection number	378394
Inspection dates	7–8 February 2012
Lead inspector	Alex Baxter

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	Sarah Bunn
Headteacher	Sally Caudle
Date of previous school inspection	13 May 2009
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Age group	4–11
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Introduction

Inspection team

Alex Baxter

Additional inspector

This inspection was carried out with two days' notice. The inspector visited ten lessons taught by five teachers and listened to pupils reading. The inspector also observed break times and held meetings with representatives of the governing body, staff, pupils, and parents and carers. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at plans and policies, records of assessments and the tracking of pupils' progress. The inspector analysed 53 questionnaires completed by parents and carers as well as those returned by 9 pupils and 13 staff.

Information about the school

This school is much smaller than the average primary school. The proportion of pupils known to be eligible for free school meals is below average. Most pupils attending the school are of White British heritage and there are very few pupils who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average, but is higher than this in some year groups. The proportion of pupils joining or leaving the school at other than the normal times is above average. Children in the Early Years Foundation Stage are taught in a mixed Reception and Year 1 class. Other classes include a single Year 2 class and two other classes each covering two year groups. The school meets the government's current floor targets for academic performance. The school's International School and Eco Awards have recently been re-accredited. A privately run childcare facility operates on the school site; as it is managed independently, it was not part of this inspection.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key findings

- Egloskerry is a good school. Led by a skilled headteacher, the school continues to improve as a result of an effective staff team focusing well on pupils' differing needs.
- Pupils' achievement is good. Attainment is above average by the end of Year 6. It has risen since the previous inspection, especially in speaking and listening. Attainment in reading is also above average at the end of Years 2 and 6. Although pupils' writing is full of high-quality expression, at times, the good quality of writing is clouded by underdeveloped handwriting and presentation skills. Similarly, whilst progress in mathematics is improving, a few pupils find mathematics hard because basic numeracy skills are not fully developed.
- Children in Reception make good progress, develop self-confidence and work together particularly well. These qualities are nurtured by excellent safeguarding of pupils' welfare and promote good progress in all classes.
- Teaching is good with some outstanding practice in Years 5 and 6. Typically, teachers modify their lessons to ensure that pupils are challenged at the right level. Teachers give pupils good oral feedback about their work, but written marking of mathematics does not always provide enough information about how to improve.
- Almost all pupils and parents feel that children are kept very safe. This view matches inspection findings, which also identified very supportive relationships and a stimulating curriculum that strongly promotes pupils' spiritual, moral, social and cultural development. As a result, pupils' exemplary behaviour underpins successful learning.
- Early identification and tackling of pupils' differing needs, especially in Reception, have widened and increased pupils' skills since the previous inspection. The pupils' excellent vocabulary and speaking skills, for example, enhance their writing. With continuing good team leadership between the headteacher, staff and the governing body, these outcomes show a good capacity for further improvement.

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What does the school need to do to improve further?

- Build on existing good practice to improve pupils' writing by:
 - improving the quality of pupils' handwriting and presentation skills
 - frequently modelling good handwriting and involving pupils more in evaluating these skills for themselves.
- Advance the basic numeracy skills of the small number of pupils who find mathematics difficult by:
 - focusing more precisely on embedding pupils' understanding of the place value of numbers
 - developing a more consistent approach to marking pupils' recorded work, in particular by specifically identifying next steps in learning so that pupils know what they have to do to improve.

Main report

Achievement of pupils

Children in the Reception class build successfully on starting points that reflect a range of pre-school learning experiences, and are often below those normally expected for their age. The progress children make in learning how to pronounce letter sounds and how to blend them (phonics) to tackle new words is particularly good. By the end of the year, most attain the goals expected for their age.

In all classes, the quality of pupils' learning and progress, as observed in lessons, is good and matches the school's own assessments. Discussions in lessons, where pupils talk knowledgeably about their ideas and strategies, show that pupils, including those who have special educational needs and/or disabilities and those known to be eligible for free school meals, make good progress in reading, writing and mathematics. This successful focus on developing pupils' speaking and listening skills is clearly extending pupils' confidence and vocabulary skills and helps to narrow the gap between these pupils and others.

Across the school, but especially in Years 5 and 6, where pupils are challenged very effectively to reflect and use their more mature understanding to solve real life problems, pupils are keen to learn. Pupils' good progress in literacy is evident, for example in their confidence when reading from texts in books or those projected onto interactive whiteboards. Pupils explain their ideas using examples drawn from texts, as seen in Year 2 when pupils talked about the habitat of polar bears. Good progress was seen in Years 3 and 4 when pupils wrote persuasive texts about the school and in Years 5 and 6 when reviewing past work to provide examples of alliteration and personification. Pupils typically show similar confidence in mathematics when explaining their strategies or, as in Years 3 and 4, for example, when identifying quadrilaterals in everyday surroundings. By these means the school successfully ensures that pupils joining from other schools are helped to settle and make good progress. The more variable progress of a small number of less-able

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pupils in mathematics, however, reflects less secure progress in establishing basic number skills.

The inspector listened to readers and observed group reading. He looked at home-school contact books which showed good communication with parents. The regular teaching of reading underpins the pupils' above average attainment in reading at the end of Years 1 and 2. Pupils' confidence in reading, including some with less ability, also reflects consistent strengths in the systematic development of pupils' phonics skills as the pupils move through the school. Inspection shows that the parents' and pupils' views of good progress in reading are well founded.

Quality of teaching

All teachers have established excellent relationships and plan carefully sequenced lessons to develop pupils' skills systematically. This is particularly evident in the development of pupils' reading and writing skills, which are enriched by emphasising pupils' speaking and listening skills. Teachers support this approach well by modelling clear and appropriate vocabulary, questioning effectively to draw out pupils' ideas and using information and communication technology and multi-sensory approaches to stimulate them. Teachers show good subject knowledge, as in a phonics session in the Reception/Year 1 class where the teacher's precise questioning, brisk pace and challenge led to pupils proudly celebrating, 'We've sounded out 18 graphemes in 46 seconds!'

All teachers talk to pupils carefully about their work, mark written work regularly and make good references to lesson objectives. In literacy, most teachers encourage a supportive dialogue in the marking with pupils. However, this is not yet a consistent feature of teachers' marking in mathematics where opportunities to identify next steps to develop pupils' basic numeracy skills are not always taken.

An improved curriculum provides work relevant to all pupils, as well as helping them build useful, transferable skills. Teachers plan work that stems from pupils' interests and hence motivates them. In a Years 5 and 6 lesson, pupils were enthused to develop enquiry skills and their vocabulary by investigating how their plasticine boats either floated or could be stopped from sinking. All classes have role play areas, such as the Magical Story Tent, Egyptian Pyramid or Antarctic Research Centre, where practical activities ensure that pupils develop curiosity in learning new things. Pupils think highly of their teachers, as one said, 'Our teachers are kind to us, give us lots of interesting things to do and really work hard to help us learn.'

Teachers and their skilful assistants also make excellent contributions to the pupils' spiritual, moral, social and cultural development, particularly in promoting excellent behaviour and challenging pupils to share and reflect about their own and each other's ideas. Teaching assistants are also well deployed in supporting the learning of various individuals or groups of pupils, including those arriving other than at the normal time of entry from other schools.

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Most of the parents and carers who responded to the Ofsted questionnaire think that their children are taught well. All the pupils questioned shared this view, which is fully borne out by inspection findings.

Behaviour and safety of pupils

Pupils greatly enjoy school as seen in their good punctuality and above average attendance. As at the time of the previous inspection, behaviour continues to be a significant strength of the school. Exemplary standards have been maintained over time, with no recorded incidents of racist or poor behaviour in the period since the previous inspection. Pupils have an excellent understanding of what might be seen as bullying, including name calling. They say that there is no bullying and that any minor incidents, which are very infrequent, would probably happen when someone is knocked into accidentally at playtime. If this did happen pupils said that it would be dealt with extremely quickly and effectively by staff. Pupils make very positive contributions to keeping the school safe. For example, older pupils supervise activities such as Wake and Shake sessions at playtime and act supportively as table monitors at lunchtime. The pupils' excellent attitudes underpin learning, particularly when working independently or collaboratively, for example using laptop computers to research topics such as the Antarctic or working with a visiting artist to paint colourful giant friezes of local wildlife. Pupils, parents and carers have very positive views about the standard of behaviour in the school. They are correct in believing that pupils are kept very safe. As one parent wrote, typically reflecting parental views, 'My children are rightly proud of their achievements and the standards of behaviour are a credit to the school and staff.'

Leadership and management

The headteacher's empowering leadership continues the drive which has brought systematic improvement since the previous inspection. For example, the shared vision of all leaders, informed by accurate self-evaluation, has established a good curriculum which has broadened pupils' learning experiences and skills. This has been achieved firstly by greatly enhancing the school's facilities, especially outdoors. Secondly, including through staff professional development, by enhancing pupils' oral communication skills as a prerequisite to improving writing. By these means, pupils' achievements in English and staff leadership skills have been improved and show a good capacity to bring further improvement. The recent re-accreditation of International School and Eco awards further reflects good use of the school's now outstanding facilities to support stimulating practical learning opportunities. Memorable topics, such as The Mousehole Cat and associated expressive art and residential experiences, also promote the pupils' spiritual, moral, social and cultural development extremely well.

The governing body is organised efficiently and fulfils its statutory duties well. These include excellent safeguarding checks such as staff recruitment, child protection procedures and fire safety checks. Good links with parents and carers and with other agencies also extend pupils' learning opportunities and help meet the needs of pupils

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with special educational needs and/or disabilities. The school's caring ethos and the equally good progress of all groups of pupils reflect exemplary promotion of equal opportunity and elimination of discrimination. As one parent wrote, typically representing the views of others, 'Egloskerry provides a wonderfully full and rounded education for the children.'

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



8 February 2012

Dear Pupils

Inspection of Egloskerry School, Launceston PL15 8RT

Thank you very much for making me feel so welcome during my recent inspection of your school. Very special thanks to all those pupils that I heard read or interviewed. You were all extremely polite and helpful and you are clearly proud of your school. You said that you enjoy school and all the activities that you take part in. Your very positive responses in the questionnaire also show this. I have no hesitation in agreeing with you and most of your parents that Egloskerry is a good school that continues to improve.

These are some of the things I liked most.

- You work very hard and make good progress. An increasing number of you are making excellent progress, especially in speaking and listening and in reading.
- Your behaviour is outstanding and you feel very safe because the staff look after you in an exemplary way.
- Teaching is good and you enjoy your learning because you do a lot of interesting things.
- Your headteacher, staff and governors work well together and do a good job. They make sure that your school is a very well equipped place to learn.

To help the school get even better I have asked the teachers to help you improve your handwriting and the way you record your work in books. I have also asked them to give you more guidance on what you need to do next to improve when they mark your mathematics work, especially some of you who find mathematics difficult.

You can help by keeping your great enthusiasm for school.

I wish you well for the future.

Yours sincerely

Alex Baxter
Lead inspector

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