



Egloskerry School

Inspection Report

Unique Reference Number 111928
LEA Cornwall
Inspection number 278813
Inspection dates 24 May 2006 to 24 May 2006
Reporting inspector David Clegg AI

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

Type of school	Primary	School address	Egloskerry
School category	Community		Launceston
Age range of pupils	4 to 11		Cornwall PL15 8RT
Gender of pupils	Mixed	Telephone number	01566 785372
Number on roll	62	Fax number	01566 785372
Appropriate authority	The governing body	Chair of governors	Mrs P Hoare
Date of previous inspection	6 March 2000	Headteacher	Miss S Caudle

Age group 4 to 11	Inspection dates 24 May 2006 - 24 May 2006	Inspection number 278813
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is small primary school serving a rural community. The school has a higher than average proportion of pupils entering and leaving the school at times other than the start of the Reception Year. The proportion of pupils eligible for free schools meals is average, as is the proportion of pupils with learning difficulties.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school that gives good value for money. Children enter with skills usually below those generally found, particularly in communication and language. Good provision in the Reception class ensures that they make good progress, although standards, particularly in language and communication, are still below the expected levels. Consistently good teaching in Years 1 to 6 makes sure that pupils continue to achieve well and leave the school with above average standards. The Year 6 pupils who left in 2004 and 2005 achieved remarkably well. Despite the good standards, their presentation, and particularly their handwriting, is not always up to the standard that might be expected. The quality of marking is too variable. The best marking gives pupils clear indications of how they can improve, but too much, whilst being positive, does not tell pupils what they need to do to get better or how close they are to their targets.

The school is well led and managed. There is a strong sense of teamwork and a shared determination that pupils will do their best. The school has a very clear and accurate view of what it does well, what needs working on and its overall effectiveness. This is because pupils' progress is tracked very carefully from the moment they begin school.

Pupils themselves contribute significantly to the school's success. They play a full part in the life of the school and have a voice in how the school develops. They enjoy lessons and appreciate what the school offers them.

Improvement since the last inspection has been good. The accommodation is now first-rate and contributes significantly to what the school offers. There is more consistency in the quality of provision across the school and this provides a good basis for future improvements.

What the school should do to improve further

- Improve the quality of the presentation of pupils' work and particularly raise the standard of handwriting.
- Make sure that marking is giving pupils clear guidance about what they need to do to improve and is linked to pupils' learning targets.

Achievement and standards

Grade: 2

All pupils achieve well and most reach above average standards by the time they leave school. Pupils with learning difficulties also make good progress towards their learning targets. Good foundations are laid in the Reception Year where children get off to a good start. Progress is particularly good in literacy but, despite this, not all pupils reach the expected levels in literacy by the time they start Year 1. Standards in mathematics are better, with almost all children gaining the expected levels.

The good progress continues in Years 1 and 2, so that pupils reach average standards by the time they begin Year 3. Pupils are given reasonable targets and virtually all of them reach or exceed them. In recent years there has been particularly good progress in Years 3 to 6. In the last three years, Year 6 pupils made some remarkable progress as they moved through the school. Their achievements were amongst the very best in the country. Standards in reading and mathematics are particularly high. In writing, although what is written is often interesting and expressed well, the quality of presentation is not as good as could be expected. This is partly because the standard of handwriting is not as good it should be.

Personal development and well-being

Grade: 2

Pupils' personal development is good and is one of the keys to the school's success. Pupils enjoy school, attendance levels are high and they work hard. Secure and constructive relationships are evident at all levels and so behaviour is exemplary. In discussion, pupils commented positively on the learning atmosphere in lessons; 'if you say the wrong answer nobody laughs' and they felt that this gives them confidence to 'have a go'.

The oldest pupils are mature and sensible and well prepared for the next stage of learning. They have a sharp sense of right and wrong and understand the benefit of getting on with others. Cultural and spiritual development is good. Pupils have a growing sense of how they relate to their environment and the interconnectedness of different communities.

Pupils understand what might constitute a healthy lifestyle and have some grasp of the importance of eating healthily and taking regular exercise. The school is very much part of the community and children successfully play their part in fund raising events and contributing to community celebrations such as Easter and harvest festivals. They are successfully acquiring the skills they need for the future.

Quality of provision

Teaching and learning

Grade: 2

Consistently good teaching is a significant factor in the school's success. Teachers know pupils well and have a keen understanding of their needs through the careful monitoring of individual pupils' progress. Lessons are lively. The relatively small number of pupils in English and mathematics lessons in Years 3 to 6 ensures that they get a great deal of individual attention. Pupils remarked 'you learn loads of interesting things each day'.

Similarly, the teaching of the youngest pupils is also organised to make sure they get the individual help that they need. The teacher and teaching assistant make a good team and are skilled and knowledgeable. They have a firm grasp of what needs to be

learned and focus on giving children a good grounding in the basic skills of literacy and numeracy.

Lessons in Years 1 to 6 are well planned and meet the needs of all pupils. Again teaching assistants are used well and there is a good emphasis on pupils working together, for example, in discussion groups or in joint story planning. Teachers' subject knowledge is good and results in some particularly high expectations. This was clear in a poetry lesson with Years 5 and 6 where the teacher reminded pupils of the use of devices such as alliteration, onomatopoeia and metaphor. Good subject knowledge is also enabling some sharp marking, for example, in pointing out how the use of 'probably' weakens a piece of writing. However, not all the marking is of such a high standard. Too much of the marking does not indicate what pupils need to do to improve, nor does it refer to their learning targets. This potentially diminishes the impact of targets in motivating pupils.

Curriculum and other activities

Grade: 2

The good curriculum provides pupils with a wide range of learning opportunities. A significant strength is the way the curriculum is enriched through the use of the environment. This in turn, is used to introduce pupils to the wider world. The best example is the pupils' enthusiasm for the 'Gardening for Life' project. This not only encourages pupils to think carefully about their own environment, but because this is an international project, introduces them to how people use their environments in places as far afield as Kenya and India. The school is also involved in another worthwhile project 'Edible Playgrounds' which is used to highlight the impact the environment makes on teaching and learning. The school places a significant emphasis on personal and social development and is making good use of some recently produced national guidance in this aspect of learning. The guidance involves teaching not only issues to do with personal development but also supports the teaching of other key skills such as speaking and listening. In a successful lesson with Year 3 pupils, the materials really made pupils think carefully about, and discuss in detail, simple everyday dilemmas.

Care, guidance and support

Grade: 2

Pupils are well looked after and supported. As a pupil commented, 'it's like a big happy family'. This is the basis of the high level of care and support. All staff know pupils well and keep a sharp eye on their welfare. Teaching assistants in particular are seen by pupils as sources of help and support.

Pupils' progress is monitored carefully and the headteacher shows a high degree of awareness of how each individual pupil is doing. Weaknesses in marking reduce the effectiveness of some of the academic guidance given to pupils. Overall, however, the school embodies the idea of educating the 'whole child' within a small, friendly and safe environment. The school provides well for pupils who join the school during the school year. They are helped to settle in so that they rapidly make friends and feel very much at home.

The procedures to ensure that children are kept safe are fully in place and understood by all staff.

Leadership and management

Grade: 2

The school is well led and managed. There is a strong sense of teamwork and cooperation at all levels. The school has a clear grasp of its own effectiveness because there are good systems to monitor how well pupils are doing and the information gained is used to guide how the school improves. Monitoring would be strengthened by more regular scrutiny of children's books so that, for instance, the inconsistencies in marking could be tackled sooner.

The school is innovative in aspects of its work. It has taken full advantage of the recent improvements in accommodation and has thought carefully about how the environment can be integral to what, and how, pupils learn. This is evident in the layout of the outdoor areas and the developing use of the school grounds. The school has also been astute in making the most of the accommodation to create relatively small teaching groups for parts of each day. Parents, pupils and governors are consulted regularly and their views are taken into account when planning changes and improvements. The governors, despite being short on numbers, are active and supportive and play their full part in the life of the school.

The school has moved on significantly since the last inspection. The accommodation is much improved and the issues from the last inspection have been successfully tackled. There is a continuing good capacity to improve.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you very much for the warm welcome you gave to us when we visited your school earlier this month. We thoroughly enjoyed the day we spent with you. We would like to give particular thanks to those pupils who came and spoke to us about their work.

We think that your school is a good one. The particular things that we thought were good include the following:

Your lessons are interesting and you are all helped to learn as much as you can.

You all enjoy school and work hard.

All the adults in the school look after you very well.

The school provides a good range of interesting things for you to do. We particularly thought the 'Gardening for Life' project was a good one.

Everybody in the school works hard to make sure the school continues to be successful.

There are two things that we thought would make the school better and help you to learn even more.

When teachers mark your work we have suggested that they give you a clear idea about what you need to do to improve.

Some of you need more help in improving your handwriting so that your written work is presented more neatly.

Once again thank you for your welcome. Good luck in the future.