

Egloskerry School

Inspection report

Unique Reference Number	111928
Local Authority	Cornwall
Inspection number	325495
Inspection date	13 May 2009
Reporting inspector	Stephen McShane HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	71
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Sarah Bunn
Headteacher	Sally Caudle
Date of previous school inspection	24 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Egloskerry Launceston PL15 8RT
Telephone number	01566 785372
Fax number	01566 785372

Age group	4–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an additional inspector, who evaluated the overall effectiveness of the school and investigated the following.

- The extent to which elements of the school's work are outstanding across all key stages.
- The quality of the school's work to promote community cohesion.

Evidence was gathered from discussions with the headteacher, chair of governors, pupils and staff, visits to the classes and a scrutiny of pupils' work, observations of other aspects of the school day, such as break time and lunchtime, and an analysis of parents' questionnaires and school documentation, including data on pupils' progress, monitoring files and records of visits by other external assessors. Other aspects of the school's work were not investigated in detail but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

Egloskerry is a small school serving a rural community. Recently the number on roll has increased. 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 school meals is below average, but increasing. The proportion of pupils with learning difficulties and/or disabilities has historically been below the national average but currently is average. All the pupils on the current roll are White British. There is separate childcare provision on the school site, but it is managed privately and did not form part of this inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Egloskerry is a good school. Standards are consistently above average and progress is good. It provides outstanding care, support and guidance to its pupils that result in outstanding personal development and well-being. Parents are rightly pleased with the school, describing it as 'fabulous' and 'fantastic'. They recognise in their comments the many aspects that contribute to this school's success: the 'high standard of teaching', the 'committed' and 'enthusiastic' staff, the 'very caring atmosphere' and the 'excellent behaviour'.

Pupils thoroughly enjoy their time at Egloskerry and readily share how happy they are to be there. The pupils are spirited, lively and energetic. They are polite and respectful. Behaviour is exemplary. All children spoken to described how safe they feel at school because 'everyone cares for everyone else'. They describe how if they have no-one to play with, they sit on the friendship bench and soon someone will come along to talk to them because everyone is friends. One child said that if someone asks to join in your game you say 'yes' because you know it will be a bigger and better game if they are included. These outstanding relationships between the pupils are a result of the ethos of valuing individuals that emanates from governors, headteacher and all the staff and the careful managing of opportunities where pupils can work and play together. Lunchtime, for example, is organised with the expectation that it is a happy, sociable time to sit eating your packed lunch or a nutritious, healthy school meal chatting with a range of children from different age groups whom you will get to know better and will become your friends.

Achievement is good throughout the school. Generally from below average starting points, particularly in communication, language and literacy, in the Early Years Foundation Stage children make good progress to reach broadly average standards when they start in Year 1. Pupils continue to make good progress in Key Stage 1 and Key Stage 2, reaching above average standards by the time they leave. Some children make outstanding progress. Performance in the tests at the end of Key Stage 2 has been consistently and significantly above the national average, particularly in mathematics and science. English results have also been above the national average but the school recognises that whilst it has a particular strength in the teaching of reading, its work to develop the quality of pupils' writing has yet to be effective in raising standards to a similar level. Pupils with learning difficulties and/or disabilities make excellent progress because of the high expectations and very supportive atmosphere.

Pupils achieve well because of the good and, sometimes outstanding, teaching. It is well planned to meet the needs of children from different age groups and of different abilities. It is then adapted even further by careful questioning by teachers who have detailed knowledge of individual children. Marking is very good and has an extremely positive impact on pupils' learning. A range of effective strategies is used. For example: stamps show that objectives have been achieved or the work was supported; peer- and self-assessment are carried out according to criteria that the pupils and teacher develop together; and comments from the teacher are not only hugely supportive and enthusiastic about an individual's work, but also give specific advice on how to improve further. Outstanding practice was evident where written dialogue takes place between the teacher and pupil on how the pupil has approached the task. Pupils shared with inspectors that one aspect of this dialogue means that they can privately tell the teacher that they are struggling with something and they know that she will sensitively follow it up and help them.

The curriculum is broad and balanced and is extended and made memorable by special activities and the school's involvement in different awards or competitions. Pupils are proud of the cob house that so many remember building, the playground that they designed, and their plants and fruit that the gardening club tend and which are planted in pots that different pupils have made. Strong links exist with the village and other agencies so the curriculum is made real and relevant, for example carrying out speed surveys with the local police or writing information leaflets for a local park or reports for the newspaper. International, Eco and Healthy School awards have helped the children to have a wider appreciation of different cultures and an outstanding understanding of the importance of a healthy lifestyle conducted with a respect for the environment. Examples are many: the composting of paper towels after washing your hands; the collection of water not drunk at lunchtime added to the bog garden; and the very deliberate and effective attempts to reduce electricity consumption. This wide curriculum, along with related activities such as the very effective and active school council, means that pupils have very good opportunities to take responsibility, work together and make a positive contribution to their own and village community. They practise and develop financial and work-related skills that will prepare them well for the future. The school is appropriately working to integrate the curriculum further to ensure that basic skills, and in particular writing, are being more effectively developed and tracked through different subjects.

Central to the school's success are the energy and commitment of the headteacher. With her enthusiastic team she ensures the school is well run and promotes and celebrates the achievement and well-being of every individual pupil, whatever their particular strengths or circumstances. All staff have very high expectations and the school sets challenging targets that are based on national benchmarks and informed by detailed knowledge of the pupils' needs and abilities. These targets are then made meaningful for the pupils, for example 'teddy targets' in Key Stage 1. Tracking of progress is regular at classroom and whole-school level and leads to appropriate interventions or additional care and support being put in place if necessary. Governors ensure that they are well informed. They know the school well and are closely involved in the development plans and ongoing monitoring. They are enthusiastic about their work and eager to keep learning. The team approach that is evident between governors, headteacher, staff, parents and pupils has resulted in ongoing improvements. This team spirit, with a desire to constantly make things better for the pupils at Egloskerry, underpins the school's good capacity to improve further. The school's work on equal opportunities is good, and international and local aspects of community cohesion are particularly well developed. There are new links to an urban school to further develop the pupils' understanding of British society. The school has excellent links with a wide range of partners, including village organisations, the local church, and agencies to support particular individuals. Very good links with pre-school and secondary schools result in pupils feeling confident during transitions and settling well.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The care given to the welfare of the youngest children is outstanding. This begins even before the children start their time at Egloskerry, through good links with parents and pre-schools and a carefully structured series of visits. The children develop into very confident individuals who are eager to learn and work with obvious enjoyment. The thorough knowledge of children by the staff and good teaching enable the majority to make good progress, with some children making outstanding progress. A good range of opportunities for child-initiated activities ensure all aspects of the curriculum are covered and the children are able to develop their independence

within a safe and stimulating environment, although the level of challenge offered by these self-initiated activities is sometimes not high enough to ensure that the more-able children are fully and productively engaged in their own learning.

What the school should do to improve further

- Further develop the curriculum so that basic and key skills are integrated and standards and progress, particularly in writing, improve further.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

14 May 2009

Dear Pupils

Inspection of Egloskerry School, Launceston PL15 8RT.

Thank you for making us so welcome when we visited your school. We really enjoyed talking with you about your work and all the interesting things you do at school. You and your parents told us that Egloskerry was a good school and we agree. It also has some outstanding features.

We were impressed by your work, your excellent behaviour and the way you care for one another, making sure that no one is left out. We were also impressed by all the activities you do that help you learn, particularly about leading a healthy lifestyle and caring for the environment. We enjoyed seeing your gardens, the cob house and the playground that you helped to design. Congratulations on all the awards you have gained, particularly coming first in the Carbon Positive Award!

It is clear that the headteacher, the governors and all the staff work very hard to make sure that you are well cared for and do well at school. They know you well and have high expectations of you all.

The test results for your school are much higher than in many schools nationally, particularly in mathematics, science and reading, but we agreed with the teachers who felt that your writing could be even better. We have asked them to look for different ways in which you could improve and develop your writing.

You are very lucky to attend such a special school as Egloskerry. It is clear that everyone is part of a team working together to make things even better. So, keep up the good work and good luck in the future.

Yours faithfully

Stephen McShane

Her Majesty's Inspector