INSPECTION REPORT

Cusgarne Community Primary School

Cusgarne, Truro

LEA area: Cornwall

Unique reference number: 111845

Headteacher: Mr Stephen Brady

Reporting inspector: Mr Paul Baxter
25217

Dates of inspection: 24 January 2000

Inspection number: 192545

Inspection carried out under section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school: Primary

School category: County

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Cusgarne
                                    Truro
                                    Cornwall

Postcode: TR4 8RW

Telephone number: 01872-863563

Fax number: N/A

Appropriate authority: The governing body

Name of chair of governors: Mrs. J. Hunt

Date of previous inspection: 17-19 February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members	
Paul Baxter	Registered inspector
Sandra Benjamin	Lay inspector

The inspection contractor was:

Quality Assurance Associates Ltd (QAA)
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The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This school is a small village primary school for 66 pupils aged 4-11 years. It has 32 boys and 34 girls. Most pupils come from the small hamlet of Cusgarne and adjoining villages. Taken together, the pupils' attainment on entry is broadly similar to that found nationally. Eight pupils have special educational needs; a figure lower than the national average. Five per cent of the pupils are from minority ethnic backgrounds and have English as an additional language. Nine per cent of the pupils are eligible for free school meals and this is below the national average.

HOW GOOD THE SCHOOL IS

Cusgarne continues to be a very effective school and has been successful in recent years in developing a warm and encouraging ethos which supports the pupils' learning well across the school. The quality of teaching is very good and under the very good leadership of the relatively new headteacher, staff and governors are working well together to improve the school and to maintain high standards. The school has an above average income but provides good value for money.

What the school does well

- Pupils develop strong skills in literacy and numeracy and use them effectively to achieve well in most subjects.
- Teaching is very good; all the lessons observed were good or better and half of the lessons were very good. This consistent high quality of teaching enables pupils to make good progress as they move through the school and to achieve well in relation to their prior attainment.
- The headteacher, with the support of governors, staff and the community cultivates a welcoming ethos that promotes the pupils' very positive attitudes and strongly encourages learning.

What could be improved

- The pupils' skills in using information technology as a tool to support their learning across the curriculum are under-developed.
- The school's approach to development planning is insufficiently focused on achieving best value in relation to pupils' attainment

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Cusgarne was judged to be a good school with many strengths when inspected last in February 1997. Since then the school has continued to build on the standards achieved by the pupils and has made significant improvements to the quality of the teaching and learning across the school, particularly in Key Stage 1. The re-organisation of the classes in Key Stage 1 has enabled the teachers to challenge the pupils more productively and this has improved the pupils' progress and has raised their levels of attainment in several subjects, especially in mathematics and science. The successful implementation of literacy and numeracy strategies has enabled more pupils to achieve well in these subjects in relation to their prior attainment as they move through the school. The headteacher has played a key role in making learning enjoyable and interesting and this has maintained the pupils' very good attitudes to learning well. Monitoring, although limited in its scope, is being developed to evaluate teaching and learning and this has helped to eliminate unsatisfactory teaching. The school has a clear vision for the future and is well placed to continue to improve in the areas such as refining leadership and management's approach to develop planning and in promoting the pupils' use of information technology.

STANDARDS

Performance in:	Compared with				Key	
	all schools			similar schools		
	1997	1998	1999	1999		
English	C	E	A*	A	well above average	A
mathematics	C	C	A	A	above average	B
					Average	C
science	C	D	A	A	below average	D
					well below average	E

Given the small and differing number of pupils in each year group, care must be taken not to place too much emphasis on one year's performance. Nevertheless, the well above average results achieved by 11 year old pupils in the English, mathematics and science National Curriculum tests in 1999 restored the general pattern of above average attainment of the pupils seen when taking the results over the period 1996 to 1999. The 1999 results in these subjects also compare well with the standards found in similar schools. Inspection evidence shows that the pupils' attainments at the end of both key stages are generally above the national expectation in English, mathematics and science. There are strengths in the pupils' attainments in religious education, art, design and technology, history and music across the school, but the pupils' skills in using information technology, as a tool for learning in other subjects, is under-developed. Children under five and pupils with special educational needs make good progress and most pupils achieve well in relation to their prior attainment as they move through the school. Inspection shows that standards are rising in Key Stage 1, in response to the very good teaching and the re-organisation of the year groups in each class. The school is well on course to exceed the targets set for pupils' attainment this year and next.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils show very good attitudes to school and to their learning. They appreciate each other's efforts and ideas and work and progress well together.
Behaviour, in and out of classrooms	Very good.
Personal development and relationships	The vast majority of pupils enjoy very good relationships with each other and with all the adults who work in the school. Pupils demonstrate good personal development and show a consistent willingness to offer their own ideas and to work responsibly.
Attendance	Satisfactory

All pupils enjoy their work at this school and the pupils' very positive attitudes and very good relationships and behaviour support the successful learning environment.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Very good	Very good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is very good overall. It is good or better in all the lessons observed and is very good in 50 percent. There are significant strengths in the teaching of literacy and numeracy and in the way that teaching meets the needs of all pupils including those with special educational needs, and children under five. An important feature, which underpins the consistent quality of the teaching across the school, is the successful way in which the teachers appreciate and develop the pupils' ideas and responses during discussions. All pupils are stimulated and encouraged to participate and this has a very beneficial effect on their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall; enriched by a good range of extra-curricular activities, visits and visitors from the local community.
Provision for pupils with special educational needs	Good provision; particularly effective and sensitive support for pupils with behavioural or emotional difficulties.
Provision for pupils with English as an additional language	All pupils are equally well supported and receive full access to all areas of learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision overall with significant strengths in the pupils' moral and social development.
How well the school cares for its pupils	The headteacher and staff work effectively to create a warm and friendly environment where pupils feel safe and are well cared for; this promotes good learning for all pupils as they move through the school.

The very good care and teaching offered to all pupils across the school is a consistent strength which underpins the pupils' progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The quality of the school's leadership and management is good overall. The headteacher leads very well and with effective support from staff and governors provides good educational direction for the school.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities effectively and are beginning to strengthen their strategies to monitor and promote higher standards.
The school's evaluation of its performance	The staff of the school know their pupils well and build on the pupils' learning successfully. The school identifies appropriate areas for development but has not yet formalised its mechanisms for monitoring and evaluating its performance in terms of the impact on pupils' attainment.
The strategic use of resources	Generally, good use is made of staff, of time and of resources for learning. Although literacy and numeracy strategies are implemented well and are having a positive impact on the pupils' learning, the school has yet maximise the use of learning support staff and information technology during these lessons.

The very good ethos to learning created by the headteacher aided by the whole school community is successful in encouraging all pupils to work hard and achieve well. The school is strengthening its shared expectation to raise standards by analysing National Curriculum test results. However, the planned development of the school is not sufficiently based on evaluating and achieving best value in terms of the impact of expenditure on pupils' achievement.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
• Parents are comfortable about approaching the school with questions or a problem; • They consider that the school expects their children to work hard and achieve well; • Parents feel that their children like school. • Children make good progress; • Teaching is good; • Parents appreciate the interesting range of activities outside lessons.	• The amount of work that the pupils are required to do at home; a small minority of parents wanted more homework and an equally small minority wanted less; • The behaviour of a small minority of pupils.

The inspection team agrees with the parents' positive views of the school. Inspectors find that the school sets homework appropriately, in full accordance with its policy and with government guidelines. A small minority of pupils need and receive sensitive and effective support for their behaviour and inspectors judge the behaviour of all pupils to be very good overall.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils develop strong skills in literacy and numeracy and use them effectively to achieve well in most subjects.

1   The pupils achieve high standards in English, mathematics and science in their National Curriculum tests. They acquire good skills in reading, writing and number skills and use these well during discussions and investigations. The way that the pupils learn from each other is an effective ingredient in lessons.

2   Children are encouraged to contribute during discussions from an early age. In the reception and Year 1 class the children are taught to use and explore a wide range of words. They extend their everyday vocabulary quickly and enjoy the challenge of thinking about new words, what they mean and how they are spelled. The teacher's good use of questions such as, "I wonder what the next letter may be?" promotes interest and effective learning. This strong emphasis on discussion, supported by a genuine appreciation of the pupils' responses and ideas continues well in the Year 2 and 3 class. Specific learning objectives are openly discussed and shared with the pupils. In a numeracy lesson for example, the pupils' learning in multiplication was enriched by a clear understanding of the intentions of the lesson. Expectations were high and the work was enjoyable and productive. This strong emphasis on discussion and sharing ideas is evident throughout the school. By the time pupils are in Year 6 they are confident and capable speakers, well able to participate knowledgeably in whole class or group discussions. In the Year 4, 5 and 6 class, for example one boy described a secret garden to be a, "Fascinating place," illustrating the wide breadth of vocabulary developed by most pupils by the end of Key Stage 2.

3   The pupils have many and varied opportunities to develop good reading skills and these are taught well across the school. The pupils use these skills confidently to extend their knowledge and use of language and an increasing proportion of pupils acquire significant skills in writing. Evidence of this is seen in English lessons, in Years 4, 5 and 6 for example when the pupils examined the structure of sentences and were able to re-arrange words without changing the meanings. Good writing skills also support the pupils' work in mathematics, where in a Year 2 and 3 lesson, the pupils labelled shapes such as rectangles and hexagons confidently and accurately. The pupils' well developed writing skills are used well by the teachers to promote learning across the range of other subjects, for example in the reception and Year 1 class the pupils' beautifully presented pastel drawings of snowdrops are carefully labelled. Displays in all classrooms and shared areas present numerous examples of the successful way in which the teachers use the pupils' writing to enrich learning across the breadth of the curriculum. News reports about the climbing of mount Everest, descriptions of life in Victorian times, instructions of how to conduct an 'archeological dig' and questions focused on religious artefacts or scientific investigations illustrate the beneficial effect of the pupils' good writing skills in promoting learning in other subjects.

4   The teachers use displays equally successfully and utilise the pupils' developing skills in numeracy to support learning in other areas. For example, displayed time lines recording main historical events help the pupils to develop an awareness of the passage of time. These in turn contribute well to the pupils' learning in subjects such as English and religious education, as for example in Year 2 and 3 when studying St. Piran, a local saint. Measurement also plays an integral part in most science lessons and a scrutiny of the

pupils' work and discussions with pupils revealed several examples of pupils using their numeracy skills productively to measure forces, solids and liquids and the human heart beat.

5   In response to consistently good or better teaching the pupils develop a positive interest in their own learning. They are encouraged to express their views, to share them with others and to listen, appreciate and learn from other people. The combination of very good attitudes to learning and good literacy and numeracy skills contributes substantially to the pupils' learning across the curriculum.

Teaching is very good; all the lessons observed were good or better and half of the lessons were very good. This consistent high quality of teaching enables pupils to achieve well in relation to prior attainment and to make good progress through the school.

6   The systematic implementation of literacy and numeracy strategies, the promotion of warm relationships and the successful restructuring of the age groups of pupils within classes, especially in Key Stage 1 have helped to support consistently strong and effective teaching across the whole school. The teachers value the pupils' contributions, involve them fully in their learning and promote a shared expectation that all pupils will be enabled to achieve well in relation to their prior attainment. When interviewed the pupils and parents appreciate the consistent good teaching in all classes. As a result pupils develop self-esteem and an awareness of others, respond very positively in lessons and also take responsibility for their learning. These feelings of mutual respect underpin the strong ethos of effort and achievement evident in all classes.

7   Teaching has improved since the last inspection when one in ten lessons observed were unsatisfactory. By effective leadership and support unsatisfactory teaching has been eliminated ‑ and effective teaching strongly supports the good standards achieved and the good progress the pupils make. All teachers prepare their lessons well. Learning objectives are clear and are discussed with pupils. From reception to Year 6, pupils gather at the beginning of lessons to be informed about the intentions of the lesson, to be introduced to the concepts to be developed and to be made aware of the expected learning outcomes. This has a positive effect on the quality of their learning. For example, when evaluating the strengths of Gandhi's beliefs, pupils in the Year 4, 5 and 6 class had a clear awareness of the notion of equality and inequality and built well on previous learning about the roles of men and women in Victorian times.

8   The teachers' question the pupils most productively in lessons. They employ a range of effective questioning techniques, sometimes open questions to challenge all pupils to think and at other times, closed questions to refine ideas and to improve accuracy. For example, pupils in the reception and Year 1 class are encouraged to spot clues which would help to identify when it is "The Big Bad Wolf" at the door and are then required to evaluate their ideas and to give precise reasons for their views. The teacher's use of the pupils' responses being another key element of the successful learning achieved in this session. Introductions and reviews of new learning at the end of activities during "Literacy Hour" lessons also contain good examples of effective questioning. For example in the Year 2 and 3 class the teacher used her good knowledge of the pupils to explore their feelings about the characters in the story of, "The Mousehole Cat" and used questions most effectively to extend learning by building on the pupils' responses. This was also evident in the Year 4, 5 and 6 class where the teacher successfully challenged the pupils to look for clues within a shared text entitled "The Windmill." Such effective sharing of ideas makes knowledge and understanding relevant to all pupils and promotes learning well.

9   Other consistent strengths of the teaching include the teachers' very good knowledge of subjects and of the pupils' individual needs, which enable teachers to match the work closely to the pupils' prior attainment and the successful use of display, to celebrate and to appreciate effort and to promote new ideas and to encourage thinking. Pupils with special educational needs, especially those who need support with behavioural or emotional problems are particularly well supported in group activities by teachers and learning support staff who use their knowledge of these pupils sensitively and effectively to keep them actively engaged in learning. Tasks in literacy and numeracy lessons are well matched to the pupils' prior attainment and offer productive opportunities for the pupils to extend their knowledge. For example, in the Year 4,5 and 6 class, the pupils completed money problems appropriate to their prior attainment and shared findings usefully with each other at the end of the lesson, reinforcing concepts such as the use of money in everyday life.

10   There is a strong and consistent promotion of appropriate technical language in all lessons, and science, design and technology, geography and music are examples of other subjects which are well supported by displays annotated by technical terminology. A display entitled "The Vocabulary of a Mountain" in the Year 4, 5 and 6 class illustrates this well. These extend the pupils' vocabulary and understanding successfully.

11   Whilst the overall quality of lessons was never less than good, there were a few instances when introductions continued for too long, restricting the time available for practical research. On these occasions, learning support assistants were not always enabled to make a full contribution and opportunities to support pupils more closely were lost. Generally information technology was not used to full advantage in a minority of literacy and numeracy lessons. However, other learning resources such as books and posters were used well. Overall the consistent quality of the teaching is a strength which is significantly promoting the pupils' learning.

The headteacher, with the support of governors, staff and the community cultivates a welcoming ethos that promotes the pupils' very positive attitudes and strongly encourages learning.

12   When questioned, all members of the school community, including the pupils themselves, readily identified the warm, friendly relationships and the welcoming ethos promoted by the headteacher, as the key aspects in the ongoing improvements to the school. Parents stress their confidence in sharing issues of concern with the school and staff express their appreciation and note their improved effectiveness, through subject co-ordination for example. Governors and colleagues in other schools and from the local education authority also welcome the increased opportunities for them to contribute to a secure educational direction. The headteacher takes a strong lead in promoting an effective team approach to the development of the school. Regular consultations between all members of the school community ensure that views and expertise are shared effectively and that decisions are based on accurate information.

13   The aims of the school are seen to good effect in everyday life and the consistency of the caring provision across the whole school is a significant strength. Expectations of good effort and achievement are shared with all parties and the pupils respond positively, try to please and give of their best. Spontaneous applause for recorder players in assembly and the focused attention of other pupils and adults which greets pupils as they offer ideas in class discussions are good examples of the beneficial effect of this high level of care and guidance.

14   Staff, governors and adult helpers readily give of their time to support a breadth of extra-curricular activities which enrich the curriculum provided. Staff implement literacy and numeracy strategies confidently and enthusiastically knowing that such concentrated study is not leading to a narrowing of the opportunities offered. Pupils are able to express themselves well through discussion and writing and also through art, design and craft work and by performance in music and drama. Opportunities for the pupils to present their ideas are a regular part of the day-to-day life of the school and these encourage the pupils to offer, refine and improve their skills and to make good progress in their learning.

15   All adults in the school provide very good role models and the pupils are well supported in their spiritual, moral, social and cultural development. This active ethos of caring supports collaborative and co-operative learning successfully. Discussions, investigations and research are enjoyable and productive learning activities across the whole school.

16   With the support of governors, staff are increasingly evaluating the pupils' performance in the National Curriculum tests and are beginning to share and set individual targets for improvement. There is scope to raise standards even further by involving the pupils more formally in their learning and in the development of the school. Strategies such as a school council, for example, are being considered by the headteacher and staff. The welcoming ethos is a significant aid to pupils' learning and is strongly identified as such by parents of pupils who are new to the school and by the members of this inspection team.

WHAT COULD BE IMPROVED

There are insufficient opportunities for the pupils' to use and develop their skills in information technology, particularly as a tool to aid learning across the curriculum.

17   The scrutiny of pupils' work in Years 2 and 6, observations of pupils' work on display and discussions with pupils show that whilst most pupils have appropriate skills in word processing, their skills in other areas of information technology are less well developed. There was little evidence of the use of data-handling or controlling mechanisms using information technology. Occasional opportunities for the pupils to research using computers are available, but little use was made of available technology during the inspection.

18   To achieve improvements in these areas and to support the development of the pupils' skills in literacy and numeracy, teachers are planning to use information technology more regularly in English and mathematics lessons. However, computers were under-used during the majority of such lessons seen during the inspection. The computer was used effectively in the reception and Year 1 class, during a group activity session of an English lesson, where individual pupils followed letter recognition and word building programmes to aid their literacy skills. Individual pupils were also observed recording their writing using the computer in English lessons in the other two classes, but only for a very limited time. Overall, too little time was available for such work and there was no opportunity for the older pupils in particular, to use information technology to refine, modify and improve their written compositions using such technology. Occasionally planned use of the computers was missed out, indicating that their regular and effective use is not fully established in literacy and numeracy lessons.

19   The school has formulated a detailed plan for the development of information technology across the school and this is helping to raise awareness and to increase the use of computers. As yet, however, it is not supported by clear expectations of the skills for which pupils' are expected to attain across the breadth of information technology as they

move through the school or by exemplars of how areas of learning in other subjects may be supported. Strategies for monitoring improvement are not fully in place.

20   Older pupils usefully visit the feeder secondary school on a regular basis to receive specialist tuition and to develop their skills on the range of equipment available. This is has a beneficial effect on the pupils' attainment, but full benefit and appropriate opportunities for the pupils to use and develop these skills further in their learning across the range of curriculum subjects are not sufficiently available in day-to-day lessons and this restricts progress.

The school's approach to development planning is not sufficiently focused on achieving 'best value' in relation to pupils' attainment.

21   The headteacher and staff have a good knowledge of the day-to-day running of the school and share their professional expertise and observations effectively with the governors at meetings or during the governors' visits to the school. This team approach to decision making is generally based on accurate information and consequently the development of the school has been successful. Currently, however, the school's approach to development planning is not sufficiently supported by agreed procedures for checking whether the momentum of school improvement is maintained across the breadth of the pupils' achievement and in all the areas of learning. In information technology, for example the school lacks a structure to measure and to record its contribution to the pupils' learning and this is limiting its effective use.

22   The headteacher, and increasingly staff and governors, are scrutinising the pupils' performance in the National Curriculum tests and this is providing a useful overview of the success of the school. At this time, however, the headteacher's and governors' approach to documenting the planned development of the school in the school development plan is not sufficiently based on identifying expected outcomes. For example, the absence of clear success criteria, based on pupils' attainment, within the school development plan, supported by formal monitoring strategies, makes it difficult for governors and senior mangers to judge when best value is achieved and to further the successful development of the school.

23   The headteacher is now documenting the actions to be taken in greater detail and this will inform governors more fully. This is an important issue, for when governors and senior managers are discussing possible changes to provision, much of which is already effective in many areas, then it is crucial that development provides enrichment and does not weaken the provision. For example, in seeking to develop the use of information technology in numeracy and literacy lessons, it is important not to reduce the effectiveness of the strategies currently used.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

24   In order to continue the successful development of the school and to bring all aspects of the school's provision to a high standard, the governors and staff should:

(1)   Develop the pupils' skills in all areas of information technology and promote the use of these skills to aid learning across the range of curriculum subjects by; (paras 17-20)

- providing more opportunities for pupils to learn by using computers in other subjects;
- developing the consistent use of rotas, planned tasks and extension work, so that all pupils have an equal opportunity to develop the required skills and enrich their learning.

(2)   Formalise and refine the strategies used to evaluate the effectiveness of the school in order to achieve "best value" by; (paras 21-23)

- focusing the development of the school more specifically on targets related to raising pupils' attainments;
- judging whether best value has been achieved by evaluating the degree to which success criteria based on pupils' attainment have been achieved and using the information gathered to refine action and promote further improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	8
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	50%	50%	0	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	65.5
Number of full-time pupils eligible for free school meals	0	6

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	8

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	94.4
National comparative data	94.1

Unauthorised absence

	%
School data	1.6
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	3	4	7

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	86	100	86
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	86	86	100
	National	82	86	87

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	2	8	10

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	80	90	90
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	70	90	90
	National	68	69	75

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	63
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.4
Number of pupils per qualified teacher	22:1
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	50

Financial information

Financial year	1998/99

	£
Total income	132204
Total expenditure	133982
Expenditure per pupil	1970
Balance brought forward from previous year	12545
Balance carried forward to next year	13640

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	66
Number of questionnaires returned	48

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	29	2	0	0
My child is making good progress in school.	60	38	2	0	0
Behaviour in the school is good.	35	54	6	2	2
My child gets the right amount of work to do at home.	42	42	8	6	2
The teaching is good.	81	17	0	0	2
I am kept well informed about how my child is getting on.	67	29	2	0	2
I would feel comfortable about approaching the school with questions or a problem.	83	17	0	0	0
The school expects my child to work hard and achieve his or her best.	67	33	0	0	0
The school works closely with parents.	58	35	4	0	2
The school is well led and managed.	56	38	4	0	2
The school is helping my child become mature and responsible.	48	46	2	0	4
The school provides an interesting range of activities outside lessons.	71	27	0	0	2

Other issues raised by parents

The vast majority of parents who attended the meeting with the registered inspector felt that Cusgarne remained a good, but improving, school and stressed the friendly and supportive ethos which promoted the pupils' self-esteem and good progress.