

Quethiock C of E VA School

Quethiock, Liskeard, Cornwall, PL14 3SQ

Inspection dates 20–21 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- In 2012 all pupils in Year 6 made good progress and reached the national standard in both English and mathematics. Pupils in Years 3 to 6 are particularly good at applying their skills of literacy, numeracy and information and communication technology (ICT). All groups of pupils, including disabled pupils and those with special educational needs, achieve equally well.
- Teaching is consistently good and some is outstanding. Teachers expect a lot of their pupils. Lessons are interesting and tasks are well matched to pupils' needs. Marking and assessment are used well to help pupils improve their work.
- Pupils work hard in lessons and play and learn happily around the school. Older pupils help younger ones. Pupils and their parents and carers have no concerns about bullying or personal safety. Attendance has improved since the last inspection and is above average.
- Senior leaders and governors know the school's strengths and weaknesses and have taken effective action to rectify the latter. Teachers' performance is managed well and their training is given high priority. Resources such as the pupil premium are used well to improve the achievement of pupils for whom they are intended.

It is not yet an outstanding school because

- Until recently, progress in Years 1 and 2 was too slow. While these pupils are now making much better progress and have nearly caught up in writing, they have not yet reached the levels of attainment of which they are capable in reading, where teaching in Reception and in Years 1 and 2 is not good enough to enable all pupils to make the best possible progress.

Information about this inspection

- The inspector observed seven lessons taught by five teachers. He also observed some pupils reading to adults. He reviewed documents, including those about pupils' attainment and progress, their behaviour and safeguarding.
- Meetings were held with staff, a group of pupils, members of the governing body and with a representative of the local authority.
- The views of 10 parents who submitted them on the Parent View website and another who asked to speak to the inspector, and of staff who completed a questionnaire, were analysed and taken into account.

Inspection team

Paul Sadler, Lead inspector

Additional inspector

Full report

Information about this school

- The school is very small in comparison with other primary schools. It serves the village and the local Anglican community.
- The school does not use any alternative provision for pupils' education.
- The proportion of pupils supported through school action is average, as is the proportion who are supported through school action plus. Most of these pupils have moderate speech and language difficulties. At the time of the inspection there were no pupils with statements of special educational needs.
- The proportion of pupils attracting the pupil premium is low. These are mainly those known to be eligible for free school meals. 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?

- Improve the progress of pupils in Reception and in Years 1 and 2 in learning to read by:
 - ensuring that teaching of letters and their sounds enables every pupil to make good progress by ensuring that the range of understanding of the pupils in each group is not too broad
 - improving the quality and range of the resources used to teach pupils their letters and sounds
 - giving pupils plenty of opportunities to try out new words when reading to adults, thus developing their ability to read independently.

Inspection judgements

The achievement of pupils is good

- Children start school with skills and knowledge broadly in line with those found nationally. In Reception they make good progress in their social, mathematical and creative development.
- Until recently, the progress of pupils in Reception and in Years 1 and 2 in learning to read and write was slow. Since September 2012, these pupils have made very rapid progress in these aspects, but their attainment in reading is still below the levels of which they are capable.
- In Years 3 to 6, pupils make very good progress. By the end of Year 6 in 2012, all had made the expected progress in English and mathematics and some exceeded this. Current pupils in Years 5 and 6 read confidently and widely, readily tackling texts such as *War Horse* and *James and the Giant Peach*. They also write sophisticated pieces in a range of styles.
- In 2012, while all Year 6 pupils attained the national standard in mathematics, none exceeded this level. Teachers recognised this and are now providing pupils with more demanding work so that they can achieve to a higher level.
- Pupils making slower progress are quickly identified and given extra help such as individual teaching. As a result all pupils including disabled pupils and those with special educational needs, or who qualify for the pupil premium, make equally good progress.
- Pupils apply their literacy, numeracy and ICT skills well to solve problems. For example, pupils in Years 5 and 6 measured their pulse rate, scaled it to beats per minute and used ICT to produce graphs showing the impact of various forms of exercise on heart rate. These pupils could also give good reasons for variation of heartbeat, such as excitement or anxiety as well as exercise.
- There is good evidence of high-quality work in other subjects, including music, where some delightful choral singing was heard, and in art and physical education where the small number of pupils are successful in competitive sport against other schools.

The quality of teaching is good

- Teachers have high expectations of their pupils. For example, a pupil in Year 5 asked the teacher if a calculator could be used and received the reply, 'No, I am sure you can do that in your head.'
- Interesting resources are used well. Years 3 and 4 had chosen a desert as the setting for a story. The teacher made excellent use of a video clip showing the key features of desert landscapes, which led to a well-informed discussion.
- Much of the work, especially in mathematics, is effective in teaching pupils how to solve problems. Pupils in Years 5 and 6 calculated profit, linking to an enterprise project held in conjunction with local business.
- Assessment is used well to check progress and identify pupils in need of extra help. This help, which includes good quality individual teaching, is also targeted on disabled pupils, those with special educational needs and those who qualify for the pupil premium. Marking is also used well to show pupils how to improve their work.
- Teaching assistants provide good support in lessons, especially for those pupils who need extra help.
- In the great majority of lessons the work promotes good progress for each pupil. For example, pupils in Year 2 are making very rapid progress in writing, in some cases having improved from making barely decipherable marks to accurate, well-written sentences in less than one term.
- The teaching of reading in Reception and Years 1 and 2, while much improved this term, still requires further improvement. In the teaching of letters and sounds the range of attainment of the pupils in each group is too broad, so that some can read the words easily while others are not ready to understand. The resources are limited and some are of poor quality. When hearing pupils read, adults are too ready to give the answer or point out visual clues in the book, rather

than encouraging the pupil to sound out difficult words.

The behaviour and safety of pupils are outstanding

- Pupils behave very well in lessons as the work interests them and continues at a good pace. They work well together in groups, such as when deciding on the role of each pupil when undertaking a task.
- Behaviour around the school is excellent. Year 6 pupils help those in Reception, for example with outdoor clothing.
- Pupils' outstanding behaviour is promoted well by the school's caring, Christian ethos and excellent promotion of their spiritual, moral, social and cultural development. Pupils are taught to be tolerant of people of different faiths and cultural backgrounds.
- Pupils take responsibility, for example as librarians or as members of the school council.
- Both pupils and their parents and carers express no concerns about bullying. Pupils are taught about the dangers of different forms of bullying such as cyber-bullying and about safe use of the internet. They are also taught about matters such as road and water safety.
- The school keeps good records of minor injuries and of any behavioural incidents. These are checked regularly to make sure, for example, that no individual pupil is involved more often than might normally be expected.
- Attendance has improved considerably since the last inspection. Good attendance is rewarded and pupils are punctual to their lessons.

The leadership and management are good

- The management of teachers' performance is given an appropriately high priority. Checking of the quality of teaching is accurate and effective. For example, good action has been taken to improve the quality of teaching in Reception and in Years 1 and 2. Teachers and teaching assistants receive all necessary training, several teachers having obtained specialist qualifications relevant to their work.
- Leaders and managers know the school well and have brought about improvements in a number of areas since the last inspection. These include pupils' achievement, teaching and attendance. The skills of teachers throughout the school are used well, for example in leading subjects, or the school's provision for disabled pupils and those with special educational needs. Parents and carers have increasing confidence in the school. They report that communications have improved and that any concerns are dealt with effectively.
- Arrangements to keep pupils safe meet all requirements. For example, changes were made to arrangements for the collection of pupils by parents and carers to strengthen pupils' safety at the end of the school day.
- The curriculum is good as pupils are stimulated by the wide range of opportunities. There are good plans to enhance it further through greater use of the outdoor environment.
- The school's good commitment to equality is demonstrated by the good achievement of all pupils. The school's excellent spiritual, moral, social and cultural development of pupils makes sure there is no discrimination.
- The local authority and the diocese have provided good quality support, which has contributed to the improvements in teaching since the last inspection.
- **The governance of the school:**
 - is good. While some governors are inexperienced, they have improved the quality of information for parents and carers and have a good understanding of teachers' performance, although there is no policy linking this to their remuneration. Governors carefully check the way the school uses the pupil premium, such as for individual teaching. They also check the progress of the pupils who attract this funding.

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	112028
Local authority	Cornwall
Inspection number	401227

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	48
Appropriate authority	The governing body
Chair	David Newman
Headteacher	Victoria Bryan
Date of previous school inspection	16–17 June 2010
Telephone number	01579 343588
Fax number	01579 343588
Email address	secretary@quethiock.cornwall.sch.uk

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