

# Duloe CofE VA Junior and Infant School

The Green, Duloe, Liskeard, Cornwall, PL14 4PW

**Inspection dates** 24–25 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher provides strong and effective leadership. Her vision to provide the very best education for her pupils is shared by all staff and governors. As a result, the school is continuing to improve.
- Pupils make good progress because teaching is typically good. Teachers plan lessons which interest and engage pupils so they achieve well.
- Pupils achieve results in national tests, at the end of Year 2 and Year 6, which, over time, are in line with national averages and improving fast.
- Leaders have created a caring and supportive atmosphere where pupils thrive. Behaviour is outstanding.
- The early years is outstanding. Children get off to an excellent start and make very good progress. They are extremely well prepared for Year 1.
- The school's Christian distinctiveness is at the heart of its caring ethos. Relationships between pupils and staff are very strong.
- Pupils eligible for free school meals achieve as well as their peers in reading, writing and mathematics.
- Staff know every pupil very well. They prioritise pupils' safety and provide exceptional care, guidance and support. Pupils feel very safe at this school.
- Teaching assistants are well trained and support learning effectively. They successfully support disabled pupils and those with special educational needs to help them make good progress in their personal and academic development.
- Parents are overwhelmingly positive about the school's work. There is a very strong sense of community. Parents value the frequent opportunities to come into school and be fully involved in their children's education.
- Governors have an accurate understanding of the school's strengths and areas for improvement. They challenge and support leaders to ensure continued improvement.

### It is not yet an outstanding school because

- Not enough pupils reached the higher levels of attainment in mathematics tests taken at the end of Year 6.
- Leaders do not always check that teachers challenge pupils sufficiently well in every lesson to ensure they are able to reach the higher levels.
- Leaders, on occasions, accept work which is not of the highest quality when checking pupils' learning and progress in their subjects.

## Information about this inspection

- The inspector observed teaching and learning in all classes and attended a whole-school collective worship. She observed eight lessons, or parts of lessons, of which five were jointly observed with the headteacher.
- Meetings and discussions were held with the headteacher, school leaders, teaching staff and governors, including the Chair of the Governing Body.
- The inspector met with groups of pupils, listened to pupils reading and observed their behaviour at break and lunchtimes.
- The inspector scrutinised a range of documentation, including information on the school's website; the school's information on pupils' attainment and progress; work in pupils' books; teachers' planning; and records relating to behaviour, attendance and safety. The school's self-evaluation and improvement plans, and systems relating to the management of teachers' performance, were also evaluated.
- The inspector took account of discussions with parents during the inspection, and the views of parents and carers, gained through 21 responses to the online Parent View survey.
- The views of 10 staff who responded to the staff questionnaire were also taken into account.

## Inspection team

Catherine Leahy, Lead inspector

Her Majesty's Inspector

## Full report

### Information about this school

- This school is smaller than the average-sized primary school with three mixed-age classes.
- The school provides education for pupils from Reception to Year 6. Children in the Reception class attend full time.
- The proportion of pupils known to be eligible for the pupil premium is just above average. The pupil premium is additional funding to support pupils known to be eligible for free school meals and those in local authority care. No pupils who took the national tests at the end of Year 6 in 2014 were eligible for the additional funding.
- The proportion of disabled pupils and those who have special educational needs is above the national average.
- Almost all pupils are White British.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 6.
- The school is led by a headteacher who also has the headship responsibility of another local school. This arrangement has been in place since September 2013 and is set to finish at the end of this term.

### What does the school need to do to improve further?

- Strengthen the role of leaders further so that they regularly check that:
  - all teachers have the highest expectations of pupils' work
  - teachers challenge and stretch pupils in every lesson, with a particular focus on mathematics, so that they achieve the highest levels in all subjects.

## Inspection judgements

### The leadership and management are good

- The strong leadership and vision of the headteacher has led to continued improvements in all areas of the school's work. Leaders, staff and governors share in her ambition and determination to deliver the best education for every child. This has earned her the respect of the staff and parents. Staff questionnaires are overwhelmingly positive about the leadership of the school.
- All teachers are leaders in this small school. These leaders have competently 'stepped up' to enable the headteacher to support another local school for the past two years. They have a secure understanding of the school's strengths and areas for development. For example, they recognised the dip in attainment and progress in mathematics at the end of Year 6 in 2014. They implemented immediate actions. The school's records show pupils are now making faster progress, particularly at the higher levels.
- The headteacher manages staff performance robustly. Staff targets are closely linked to ensuring all pupils make good progress. Staff receive developmental feedback individually. Good practice is continually shared amongst the strong staff team. This ensures teaching is typically good and continues to improve.
- The special educational needs coordinator is rigorous in ensuring support is carefully targeted at the children who need it to achieve well. Their progress is carefully and systematically checked. Frequent discussions amongst staff ensure pupils' individual needs are very well understood. Consequently, disabled pupils and those with special educational needs make good progress in their personal and academic development from their starting points.
- Leaders plan a rich curriculum that provides a wealth of opportunities for pupils to experience. Learning is supported through a wide range of trips to engage and interest pupils. Teachers plan subjects and lessons that support the development of pupils' skills in English and mathematics. For example, the whole school used the 'Vikings' theme in history to extend their writing skills. Pupils improved their design and technology skills when building Viking longboats.
- Leaders regularly check the quality of teachers' work. However, on occasions, work in pupils' books is not of the highest quality. Also, teachers do not always challenge pupils sufficiently well in some lessons. This is going unchallenged by leaders. Consequently, over time, some pupils have not made the rapid progress of which they are capable.
- Pupils demonstrate great respect for one another and to all adults. Relationships between staff and pupils are very strong. They are proud of their school and enjoy attending.
- The school provides good opportunities to develop spiritual, moral, social and cultural awareness. Christian values underpin the work of the school. For example, pupils have raised considerable amounts of money for charitable causes. Pupils have a good understanding of other faiths and are tolerant of different beliefs. They demonstrated deep respect when speaking to the inspector about a recent visit to a mosque in Plymouth. This ensures the school fosters good relationships and tackles discrimination. As a result, pupils' understanding of modern British values and how they relate to their everyday lives is good.
- The school uses the sport funding well to provide high-quality physical education and sport. Leaders run an increasing number of school clubs, such as a dance club. More pupils now take part in physical activity. Pupils told the inspector they enjoy sport and this makes them healthy.
- School leaders use the funding to support disadvantaged pupils effectively. The investment in extra staff provides good support. Consequently, they make good progress, both in their personal development and academic achievement. All pupils have an equal chance to achieve well in this inclusive school.
- The school meets its statutory requirements for safeguarding pupils. Leaders work tirelessly to ensure pupils are safe and secure. They train staff to recognise signs of risk or harm. The headteacher and governors are resolute in their determination to only recruit staff that have been appropriately checked. The headteacher follows up all concerns assiduously and ensures pupils receive the care and support they need. Pupils thrive in this school.
- The local authority visits the school regularly to check its performance. Detailed reports set out the progress being made and guidance to improve further. The school uses this advice to ensure areas for development are acted on quickly. The school has also benefited from the support they give to support vulnerable pupils. These pupils settle quickly and thrive in this caring environment. The Diocese has helped to fund a new early years classroom which is due for completion in September.
- **The governance of the school:**
  - The governance of the school is good because governors know the school's performance well. They are determined to ensure the school continues to improve to give every child the best education possible. They visit regularly and use information gained to challenge leaders to improve the school further.
  - The headteacher provides detailed reports on pupils' achievement and progress, and the quality of

teaching. Governors check teaching is at least good. They know where there are strengths and where support is needed. They carefully monitor arrangements for performance management and are fully involved in making decisions relating to pay. This knowledge has enabled leaders to develop their skills and improve teaching across the school. They have been proactive in supporting their leaders during the absence of the headteacher. However, as a result of governors' strong support and appropriate challenge, the school has continued to drive forward and improve.

- Governors ensure that additional funding, such as the primary sport funding and the pupil premium, is used well. Minutes of meetings show that governors question how this money is spent and the impact for pupils on their academic and personal development.
- Governors manage the tight budget skilfully. They attend appropriate training and are unequivocal that all safeguarding procedures are rigorously adhered to so that pupils are kept extremely safe.

## **The behaviour and safety of pupils** are outstanding

### **Behaviour**

- The behaviour of pupils is outstanding. Pupils get on exceptionally well with each other and school staff. They feel valued, and know they are very well cared for and looked after. As a result, they behave well at all times. They demonstrate great respect to their teachers and each other.
- The ethos of the school is underpinned by its Christian distinctiveness. Staff have created a warm and friendly atmosphere which is apparent throughout the school. The overwhelming majority of parents who completed the online questionnaire would recommend this school to others.
- The school's detailed records show that incidents of inappropriate behaviour are uncommon. Nonetheless, they are, without exception, followed up and support is put into place. Exclusions are used only as a last resort and are extremely rare.
- Pupils demonstrate a love of learning. They respond enthusiastically to teachers' questioning. All pupils engage in class discussions and respect each other's views when working in pairs or groups. This was evident in Year 5 and Year 6 when they scripted and filmed a scene of their play.
- Teaching assistants skilfully support pupils with more-challenging behaviour. This enables the more-vulnerable pupils to achieve and feel valued in their school community.
- Almost all parents who responded to the online questionnaire strongly agree that the school makes sure its pupils are well behaved and feel safe. All teachers agree with this view.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. Leaders are uncompromising in their work to ensure safeguarding policies and procedures are robust. All staff receive frequent training. They understand their responsibility in recognising and reporting signs of risk or harm. They act on concerns immediately. As a result, every pupil who spoke to the inspector stated they feel very safe.
- The school prioritises the teaching of e-safety to all pupils and runs workshops for parents. Pupils confidently explain how to keep safe when using the internet.
- Pupils are adamant there is no bullying and it would not be allowed. They trust their teachers to deal with any incident if it did occur. Very careful recording of the actions taken by the school show a reduction of incidents over time. Incidents are very rare.
- The school works tirelessly to ensure high attendance. All absences are rigorously followed up. The school provides ongoing support to families to reduce absence amongst a small group of pupils. Attendance has risen to the national average and is increasing. Pupils are very keen to come to school because of the high quality education, care and support which they receive.

## **The quality of teaching** is good

- Teaching is typically good because teachers plan lessons which interest and engage pupils. Work in pupils' books and the school's monitoring records shows pupils enjoy their learning and achieve well. Progress continues to improve in reading, writing and mathematics.
- Relationships between staff and pupils are very strong. Pupils respond quickly to their instructions and no learning time is lost. The positive and calm atmosphere in the school encourages pupils to learn well.
- Teachers check pupils' progress regularly. They use this information carefully to plan tasks which enable pupils to learn effectively in the mixed-age classes. This ensures they are motivated and eager to achieve well. The school's chosen values teach pupils to 'persevere' and be 'resilient'. As a result, pupils

demonstrate extremely positive attitudes to learning.

- Pupils enjoy reading. Phonics teaching is good and enables all pupils to learn to read quickly. They develop a love of reading and pupils of all ages read confidently and with understanding. They use these skills in other subjects to learn successfully.
- Teachers work together as a team in this small school to develop their subject knowledge. They draw on this knowledge to present new learning in creative ways which captures pupils' interests. For example, pupils in Year 5 and Year 6 developed their problem-solving skills in mathematics, involving ratio and proportion, by creating delicious drinks with lemonade and fruit juices. This deepened their mathematical understanding.
- Teaching assistants make a valuable contribution to pupils' learning. This is especially the case for disadvantaged pupils, and disabled pupils and those with special educational needs. Teaching assistants know each pupil well and provide effective support. This enables them to reach the personal targets set for them.
- Teachers question pupils to check their understanding and deepen their thinking. However, on occasions, teachers do not provide enough challenge to ensure all pupils learn successfully. At these times, progress slows.
- The teaching of writing is good. Pupils' books show a wide range of writing for different purposes in all year groups. Teachers routinely mark pupils' work. They provide clear 'next steps' so pupils know what they need to do to improve their work. This helps them make faster progress in their learning.

### The achievement of pupils

is good

- Standards of attainment and rates of progress are good. The school rigorously checks how well pupils are learning and puts actions in place if any pupils are at risk of falling behind. Progress in reading, writing and mathematics for all groups of pupils is improving quickly.
- Pupils perform above the national average in the Year 1 phonic screening check. High-quality daily teaching of phonics (the sounds letters make) builds on the learning and progress made in the Reception Year. Pupils use their reading skills to tackle unfamiliar words confidently and accurately. Older pupils read fluently and with enjoyment. They talked to the inspector about their favourite authors. They are certain that their well-developed reading skills will help them learn well when they transfer to secondary school.
- Differences in the number of pupils within the very small year groups lead to variations in results at the end of Year 2 and Year 6. Nevertheless, pupils reach at least the expected levels for their age in reading and writing, and mathematics, at the end of Year 2. An increasing number reach the higher levels.
- Attainment at the end of Year 6 in 2014 was broadly in line with the national average in writing and reading, but well below average in mathematics. Leaders immediately identified the reasons for this underachievement. They have taken swift action to eradicate this dip in standards. Current Year 6 pupils are working above nationally expected levels in reading, writing and mathematics. An increasing proportion are on track to reach the higher levels in these subjects.
- Leaders scrutinise the learning and progress of every pupil, and check sufficient progress is being made in reading, writing and mathematics. External moderators check the school's assessments. Work in pupils' books, and the school's monitoring and assessment information, show that pupils are making faster progress than last year, particularly in mathematics.
- Disabled pupils and those with special educational needs make good progress from their starting points. They receive well-targeted support from a team of committed and skilled teachers and teaching assistants. This enables them to achieve well.
- The attainment and progress of the most-able pupils in Year 2 is at least in line with the national average in reading, writing and mathematics. The school's assessment information and work in pupils' books give confidence that pupils are on track to reach the higher levels in all subjects at the end of Year 6, including mathematics. Pupils say they are well prepared for the next stage of their education.
- Pupils eligible for the additional funding make good progress. They are very well supported with their personal and academic development. As a result, they achieve at least as well as their peers, both in school and nationally. There is no gap to close.

**The early years provision****is outstanding**

- The school provides outstanding early years provision. Children enjoy their learning in a well-resourced, exciting classroom and outdoor environment. The learning environment will be improved even further in September with the opening of a new purpose-built classroom. This demonstrates leaders' absolute commitment to provide the very best start to the youngest children's education.
- The leadership of the early years is outstanding. Under the direction of the headteacher, the strong teaching team carefully identify children's strengths and their needs when they start school. Teachers and teaching assistants carefully observe children's learning and plan precise next steps for each child. This enables them to learn to be independent, share and cooperate early on in the Reception Year. This has led to a higher-than-national proportion of children, over the last three years, achieving a good level of development by the time they complete the early years.
- Typically, children start in Reception with weaker language and communication skills than is typical at this age. The school recognises this and staff ensure children benefit from high-quality speech and language support as soon as they start school. As a result, they make outstanding progress, particularly in language and communication, but also in reading, writing and mathematics.
- Teaching in the Reception class is outstanding. Children have access to all areas of learning, despite the disruption caused by the ongoing building work. Adults plan imaginative and creative learning opportunities. For example, the children set up a teddy bears picnic and wrote their own menu with great enthusiasm. They used sophisticated language to discuss the task, practised their mathematical skills to set the table, and cooperated together throughout the activity. These exciting learning opportunities contribute strongly to children's motivation to learn.
- The teaching of phonics is highly effective. Children make rapid progress; they use their phonic knowledge to read and write for pleasure and to write down their ideas. Staff collect evidence of children's progress during the year. This serves as a record for staff and parents to reflect on each child's achievements and to plan precise next steps.
- The school views parents as partners in their child's learning. Teachers visit the children before they start school and welcome parents into the classroom during the year. This builds strong relationships between school and home. The children flourish in this high-quality, supportive learning environment.
- Children behave exceptionally well. Adults promote social and personal development extremely well. As a result, children are unfailingly respectful and polite to each other. They enjoy each other's company. The school has created a very safe and purposeful environment which enables learning and good behaviour to flourish.
- Children move seamlessly into Year 1 with skills above those found nationally. They are very well prepared for this next stage of their education.

## 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

<b>Unique reference number</b>	112024
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	448660

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

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	81
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrea Barrett
<b>Headteacher</b>	Ann Carter
<b>Date of previous school inspection</b>	8–9 July 2010
<b>Telephone number</b>	01503 262059
<b>Fax number</b>	01503 562059
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