

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 1231
www.gov.uk/ofsted



9 June 2021

Annie Kenton
Headteacher
Quethiock CofE School
Quethiock
Liskeard
Cornwall
PL14 3SQ

Dear Mrs Kenton

Requires improvement: monitoring inspection visit to Quethiock CofE School

Following my visit to your school on 18 May 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the monitoring inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to improve the school since the most recent section 5 inspection.

The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and has taken place because the school has received two successive judgements of requires improvement at its previous section 5 inspections.

This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. I discussed the impact of the pandemic with you and have taken that into account in my evaluation.

Having considered the evidence, I am of the opinion that at this time:

Leaders and those responsible for governance are taking effective action in order for the school to become a good school.

Context

The temporary governing body that was established after the inspection in October 2018 has now been established as the local governing body. A special educational

needs coordinator was appointed in September 2020 and a new teacher was appointed in January 2021.

Leaders have revised the school's improvement plan to take account of COVID-19.

Main findings

School and trust leaders have continued to drive improvements to the curriculum and the quality of teaching and learning. Leaders set the highest expectations for their pupils. The curriculum embraces the school's rural context well. It also develops pupils' knowledge of the wider world through visits to London and Cardiff. Leaders have revised the design of curriculum subjects such as science, history and geography to ensure that pupils build on their prior knowledge before moving on to new topics. However, some subjects are more established than others. The French curriculum is in its infancy. Leaders regularly check the impact of changes to the curriculum. They acknowledge that the pandemic has slowed the pace of change.

Leaders have planned a well-structured early reading curriculum. Children in early years and pupils in Year 1 learn to read well. They make clear links between sounds and the letters they represent. Leaders have prioritised reading throughout the curriculum. Pupils across the school listen to and read high-quality texts. In addition, all subject areas focus on broadening pupils' vocabulary to enable them to read, write and talk about their learning. Pupils use reading texts in key stage 2 as models to help them craft their writing successfully. The editing and redrafting process further enables pupils to write effectively. However, the curriculum in key stage 1 is not as well organised. Consequently, some pupils do not craft their writing with care.

The mathematics curriculum is well sequenced in key stage 2, enabling pupils to revisit concepts before moving on to new topics. Leaders and staff enable pupils to think about the methods they use to solve problems. However, the mathematics curriculum in key stage 1 is not as well planned. As a result, some pupils have gaps in their knowledge of number, which impedes their progress.

Governors have strong oversight of the school's improvement programme. They hold leaders to account and monitor the impact of curriculum changes despite the obstacles posed by the pandemic.

Pupils with special educational needs and/or disabilities access the same curriculum as other pupils. Teaching assistants and additional resources ensure that pupils are confident and happy learners.

Pupils are eager learners and ambitious to do well. They value the pastoral support provided by staff and leaders at the school.

Additional support

The St Barnabas multi-academy trust has been instrumental in supporting improvements to the curriculum and providing suitable training for leaders and staff.

Evidence

During the inspection, I held meetings with you, other senior leaders and pupils. I also held meetings with the chair of the governing body, the chair of the board of trustees and the chief executive officer of the trust to discuss actions taken since the last inspection.

I visited lessons in all year groups, looked at pupils' work, listened to pupils read and reviewed school documentation, including governor minutes. I looked at 35 responses to Ofsted's online questionnaire, Parent View, as well as eight staff questionnaires.

I am copying this letter to the chair of the governing body, the chair of the board of trustees and the chief executive officer or equivalent of the St Barnabas multi-academy trust, the director of education for the Diocese of Truro, the regional schools commissioner and the director of children's services for Cornwall. This letter will be published on the Ofsted reports website.

Yours sincerely

Susan Aykin
Her Majesty's Inspector