

Inspection of Quethiock CofE School

Quethiock, Liskeard, Cornwall PL14 3SQ

Inspection dates: 15 and 16 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Requires improvement

What is it like to attend this school?

The 'small school with a big heart' captures the inclusive and welcoming ethos of Quethiock Church of England Primary School. There is a strong sense of community and belonging at the school. This is underpinned by the school's Christian values.

Pupils are proud of their school and passionate when they describe the impact it has on them. Parents and carers are overwhelmingly positive. They are appreciative of the impact the school and its staff have had on their child and family.

Leaders are ambitious in their expectations of what pupils can achieve and how they behave. Pupils respond positively to this. Attitudes to learning are strong. Pupils learn without disruption. As a result, the school has a positive and calm environment. Bullying is rare. Should any bullying occur, pupils trust adults to deal with it swiftly

Leaders develop pupils' wider learning through a varied and rich range of opportunities and experiences. These include strong links with the local community, residential visits to London and Cardiff, as well as camping in the wild and holding roles of responsibility within the school. As a result, pupils increase in their confidence, independence and resilience well. They are well prepared for life beyond Quethiock.

What does the school do well and what does it need to do better?

Since the last inspection, leaders, including those from the multi-academy trust, have designed a curriculum that is well sequenced and ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Leaders identify the needs of pupils with SEND quickly. They are supported well in their learning. There is a strong sense of collaboration across the school and the trust. Leaders, including those responsible for governance, are considerate of staff workload. Staff appreciate this and are positive about their experience of working at the school.

The curriculum for each subject starts in early years and continues through to Year 6. For most subjects, it is sequenced well to ensure that teachers build on prior learning so that pupils learn successfully. However, some areas of the wider curriculum are not as well developed. As a result, there are subjects where pupils do not learn as successfully as they could. In addition, subject leaders do not yet have effective systems to provide them with an accurate view of how well subjects are taught.

Geography and mathematics are examples of subjects that have been successfully designed and implemented. As a result, pupils apply and talk confidently about their learning over time. Subjects which are not as fully developed follow a similar design as other, more embedded subjects. However, teachers do not show a secure

understanding of how learning needs to be sequenced. Some teaching does not show a consistent approach to ensuring that pupils are secure with prior learning before introducing something new.

Children in the early years get off to an impressive start. Leaders have ensured that the learning opportunities for children in pre-school and Reception are of exceptional quality. Children communicate using a highly ambitious level of language and vocabulary. They show this through their problem-solving and creative play where their curiosity is extended through carefully considered adult interactions. Leaders ensure that there is no limit put on what the children can achieve. Phonics is taught right from the start. This prepares children very well for their learning in key stage 1 and beyond. Leaders ensure that learning to read and developing a love of reading continue throughout the school. It builds on the firm foundations started in early years. Pupils read daily and enjoy listening to adults read to them. They are keen to discuss the different books they read through the curriculum.

Leaders have successfully created an inclusive culture where everyone feels supported and valued. Pupils strive to meet staff's high expectations for behaviour. There are strong, caring relationships between staff and pupils. However, there are times when there is an inconsistent approach to modelling and reinforcing high expectations of behaviour. Some strategies used can, at times, contradict the whole-school approach.

The development of pupils beyond the academic is a strength of the school. There is a clear overview of how elements such as pupils' understanding of how to keep themselves safe, increasing awareness of the beliefs and opinions of others, and being able to contribute their own well-informed views are all integrated throughout the daily timetable. Many pupils are confident and knowledgeable in describing their learning in this aspect. They know how this provides them with the essential skills for their future.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, including those responsible for governance, keep pupils' safety and well-being a priority. Procedures for keeping children safe are clear. Staff know pupils and their families well. As a result, staff are quick to notice and respond to any concerns or worries. Leaders follow up concerns and act on these quickly. They work closely with external agencies to provide appropriate and timely support. All staff are trained and receive regular and up-to-date information. Recruitment procedures are thorough. The curriculum provides opportunities for pupils to gain the knowledge they need to help keep themselves safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subjects in the wider curriculum are not developed as well as others. As a result, pupils do not learn as well as they could, and leaders do not have an accurate view of how well the subject is being taught. Leaders need to ensure that weaker areas of the curriculum are developed and implemented to the same quality as more successful areas, so that pupils know more and remember more.
- In some aspects of teaching, in some subject areas, there is not a consistent understanding of how learning is sequenced effectively. Where understanding of this is secure, pupils learn more successfully. Leaders need to ensure that all teachers have a secure understanding of how learning is sequenced so they can successfully build on prior learning and pupils remember more over time.
- There is not a wholly consistent approach to how staff support pupils to meet the high expectations of their behaviour and attitudes to learning. As a result, pupils can receive different responses from different staff. Although there are no concerns around behaviour, leaders need to ensure that there is consistency in how staff manage it, so that pupils continue to feel safe and clearly understand the high expectations staff have of them.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	140477
Local authority	Cornwall
Inspection number	10227504
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	74
Appropriate authority	Board of trustees
Chair of trust	Sue Morrish
Headteacher	Annie Kenton
Website	www.quethiock.cornwall.sch.uk
Date of previous inspection	18 May 2021, under section 8 of the Education Act 2005

Information about this school

- The school has grown considerably since its last section 5 inspection.
- The school does not use any alternative provision.
- The school does have provision for three- and four-year-olds.
- The school is a voluntary-aided Church of England school. The most recent section 48 inspection took place in July 2018.

Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- Inspectors met with the head of school, subject and phase leaders from the trust, the trust's chief executive officer, chair of the local governing body and chair of

the board of trustees. In addition, an inspector talked to the school's improvement lead.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography, and art and design. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and pupils and looked at samples of pupils' work.
- An inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- Inspectors analysed school documentation, including leaders' evaluations and plans for improvement. Inspectors scrutinised a range of policies and procedures, including those that relate to the curriculum and behaviour and attendance.
- An inspector listened to the views of parents at the start of day two. The 50 responses to the online survey, Ofsted Parent View, including 23 free-text responses, were also considered, along with the 43 responses to the pupil online survey and 12 responses to the staff survey.

Inspection team

Leanne Thirlby, lead inspector

Her Majesty's Inspector

Kerri Conday

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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