

Quethiock CofE VA Primary School

Inspection report

Unique Reference Number	112028
Local Authority	Cornwall
Inspection number	289153
Inspection date	15 May 2007
Reporting inspector	Alexander Paul Baxter

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 on roll	
School	95
Appropriate authority	The governing body
Chair	Stephen Pearson
Headteacher	Mark-Andrew Dearden
Date of previous school inspection	19 November 2001
School address	Quethiock Liskeard PL14 3SQ
Telephone number	01579 343588
Fax number	01579 343588

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This very small primary school accepts pupils from the village and surrounding rural area. Children's attainment on entry can vary considerably from year to year, but generally matches the level expected for their age. Few pupils are known to be eligible for free school meals. No pupils have English as an additional language. Although the proportion of pupils with learning difficulties or disabilities is below average, it is increasing.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Quethiock is a good school with some excellent features. In particular, the school provides an outstanding curriculum which promotes the pupils' great enjoyment of school and their excellent pursuit of healthy lifestyles. These also contribute in no small measure to the pupils' good academic achievement and good personal development and well-being. As a consequence, standards are consistently above average by the time pupils leave the school.

Teaching and learning are good in all classes. Pupils of all abilities are valued and included equally. Children have a good start to their education in the Foundation Stage (Reception) where they are taught well and make good progress. They continue to do well in Year 1, and also in Year 2, where writing has shown good improvement this year in response to strengthened teaching. Standards are average in reading and writing and in mathematics and science by the end of Year 2. These standards show good progress from the pupils' earlier starting points. Pupils continue to make good progress in Years 3 to 6 and attain above average standards in English, mathematics and science by the end of Year 6. Many pupils develop impressive writing skills for their age, especially in the Reception/Year 1 and Years 5/6 classes. Across the school, pupils also make strong progress in speaking and listening.

In keeping with the school's Christian ethos, pupils' spiritual, moral, social and cultural development is good. An ethos of mutual respect is embedded. Pupils say, 'All the teachers are really kind and we help each other.' Pupils attend well, feel safe and make good contributions to the community. In response to good care, support and guidance, pupils' behaviour is good. Pupils' well-being is safeguarded securely and good partnerships with outside agencies help the school to meet the pupils' differing needs. Pupils are given good academic guidance and this helps them to make good progress. Most parents enjoy a good partnership with school. Communication between school and home is not always effective, though, and the school's partnership with a minority of parents is not as positive. This is not being allowed to affect the pupils, but needs to be resolved in their best interests.

Leadership and management are good. The headteacher, well supported by colleagues, has been particularly effective in developing a creative curriculum that is enriched by an excellent range of clubs. Self-evaluation is good. Governors meet their statutory obligations. There are several new governors, however, and they have not had time to contribute fully, especially in securing a more effective partnership with parents. By its continued development of the curriculum, for example, the school shows that it has a good capacity to improve into the future.

What the school should do to improve further

- Improve the way the school and parents work together to help pupils learn.
- Strengthen the way governors operate so they can use their skills and experience and contribute more effectively to the work of the school.

Achievement and standards

Grade: 2

Good teaching helps most pupils, including those with learning difficulties or disabilities, to achieve well by the time they leave the school. Standards are above average in Year 6. Children's attainment on entry to Reception can vary considerably from year to year, but generally matches that found in most schools. Most children make good progress and achieve the early learning

goals expected when they reach Year 1. Several children do even better, especially in personal, social and emotional development and writing. There is a very smooth transition into Year 1. This, combined with improved teaching in Year 2, ensures pupils' good progress. Current standards in Year 2 are average in reading, writing and mathematics. This represents good achievement in relation to the pupils' starting points. Although pupils continue to develop their knowledge and understanding well in Years 3 and 4, their writing skills are not developed as strongly as in other classes. Pupils make good progress in Years 5 and 6; many become effective, independent learners and do even better. Standards are above average in English, mathematics and science in Year 6.

Personal development and well-being

Grade: 2

Children make a good start in Reception and develop self-confidence as they move through the school. Pupils say, 'we have lots of friends in this school.' Attendance is good and reflects pupils' great enjoyment of school and their parents' consistent support. Pupils' spiritual, moral, social and cultural development is good. Pupils show a warm regard for each other. Pupils have a good knowledge of local and world-wide culture, but awareness of Britain's multicultural society is not as secure. Pupils appreciate the stimulating opportunities offered to them. This was seen in their exhilaration during 'shake and wake' exercise before lessons began. It was also evident in their harmonious singing during assembly.

Pupils show an excellent awareness of healthy lifestyles and live up to their 'Healthy Schools Award'. They participate wholeheartedly in daily learning and in the excellent range of extra-curricular clubs. Pupils' behaviour is good; a few who need close support because of emotional needs are responding well. Pupils make good contributions to the school and local and wider communities through various events and fund raising activities. Pupils undertake responsibilities well, for example, through the school council and as 'playground buddies' helping others at playtimes. The pupils' good academic and social skills prepare them well for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Throughout the school, teaching and learning are good. Teaching in Reception and in Years 5 and 6 is often very good. This is typified by younger children choosing their activities and older pupils taking a greater responsibility for their learning. Across the school, pupils show good attitudes to learning. They learn well by studying interesting topics set by their teachers, for example, in Years 5 and 6, exploring how mountains are created. All teachers value pupils and their efforts and use interactive whiteboards effectively to reinforce basic literacy and numeracy skills. Teachers assess and mark the pupils' work effectively. Teachers and their assistants give pupils precise guidance on how to improve. Teachers set appropriate learning objectives. These are shared with pupils at the beginning of lessons and reviewed later to help pupils build on previous learning. Teachers in the Years 3/4 class are extending pupils' knowledge and understanding well, but writing skills are not developed as successfully as in other classes.

Curriculum and other activities

Grade: 1

The school provides an outstanding curriculum, including in Reception, that is well matched to the pupils' differing needs and capabilities. Pupils' independent learning and basic literacy and numeracy skills are given strong emphasis. There is excellent enrichment from an exceptional range of well attended clubs and other activities, with sport and the expressive arts being significant strengths. These contribute very supportively to the pupils' well-being, especially their healthy lifestyles. Excellent accommodation and resources and colourful displays of pupils' art and topic work promote the strong creative dimension of the curriculum. Pupils said, 'when our work is put on the wall we feel happy and proud'. Pupils have good opportunities to link their learning across the range of subjects. Assessment is now used well to inform planning and to meet pupils' differing needs. The school promotes good links with other schools and outside agencies to strengthen pupils' learning.

Care, guidance and support

Grade: 2

All adults who work in the school promote a caring Christian ethos. Together, they ensure that the pastoral care, support and academic guidance given to the pupils are strong. Most parents recognise and value this support and enjoy a good relationship with the school. However, a minority of parents are not satisfied with the quality of their partnership with school. Whilst all parties, at school and at home, are making sure that pupils' learning is successful, the situation needs to be resolved before pupils' learning is affected. Communication between school and home is not always effective. For example, it would appear that not all parents know how much the curriculum and support for pupils with learning difficulties or disabilities have been improved. Arrangements for safeguarding pupils are very robust. These result in pupils feeling safe and developing self-confidence. Pupils with learning difficulties or disabilities are generally supported well through links with parents and outside agencies. Gifted and talented pupils have good opportunities to extend their skills through links with other schools and organisations. Pupils are given good academic guidance. Pupils know their targets and appreciate the way teachers show them what they have to do to improve. This is clearly apparent in the pupils' skills when they leave the school.

Leadership and management

Grade: 2

The headteacher has played a key role in providing a stimulating curriculum relevant to pupils' needs. This is seen in the pupils' enthusiasm for school and their good academic and personal achievement. Staff at all levels feel part of a team and work well together. Self-evaluation is good. It is informed by well established procedures for monitoring standards. The school development plan is a well considered tool which ensures that appropriate priorities for improvement are achieved. It has promoted more accurate assessment of pupils' progress and consistently effective learning in all classes. The governing body has undergone much change over the past year. Governors fulfil their statutory duties and play an effective part in ensuring pupils' well-being. They acknowledge, though, that their role in decision making and in sustaining a close partnership with parents is not as effective. Governors now share a strengthened commitment to address these issues. Improvements to the support given to an increasing

number of pupils with learning difficulties or disabilities and for pupils identified as gifted and talented show that there is a good capacity to improve in the future.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A**Leadership and management**

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

16 May 2007

Dear Pupils

Inspection of Quethiock CofE Primary School, Quethiock, PL14 3SQ

I enjoyed my day at your school. I was very interested to see you at work and play and I particularly welcomed the opportunity to hear the views of those of you who are members of the school council. These are the main things I found:

- It is a good school with several strengths.
- You make good progress in all parts of the school because the teaching is consistently good. The standards you reach in Year 6 are better than in most schools.
- You really enjoy your time at school because you experience an excellent range of interesting learning activities. These help you to become very knowledgeable about how to live healthily and safely.
- Yours is a very caring school where each one of you receives close support. You are encouraged to help each other and you do this enthusiastically.
- You behave well and show good attitudes to learning.
- The headteacher and staff work closely together. They know you well and help you to learn.

I have asked the headteacher, staff and governors to do these things to help your school to become an even better school:

- Improve the way they work with your parents to help you learn.
- Strengthen the way governors operate so they can use their skills and experience more effectively to support the school.

Thank you once again. Please carry on enjoying school and good luck in the future.

With best wishes

Alex Baxter Lead inspector