

The Quinta Primary School

Inspection report

Unique Reference Number	111041
Local Authority	Cheshire East
Inspection number	337615
Inspection dates	7–8 December 2009
Reporting inspector	Jennifer Platt

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

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	307
Appropriate authority	The governing body
Chair	Mr Milne Horgan
Headteacher	Miss T Walklate
Date of previous school inspection	2 October 2006
School address	Ullswater Road Congleton Cheshire CW12 4LX
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 22 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at teachers' planning, documentation for safeguarding pupils, the school's assessment records and test results, plans for future development and a range of policies. In addition, inspectors analysed 62 questionnaires returned by parents and carers, 14 from school staff and 100 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- current progress especially for the more able pupils in English in Key Stage 2 and children in the Early Years Foundation Stage
- the quality of teaching and use of assessment when planning lessons
- the effectiveness of plans for community cohesion in developing pupils' understanding of life in a multicultural society
- the involvement of staff and governors in the self-evaluation process.

Information about the school

This is a larger than average-sized school. To accommodate the number of pupils the school has three mobile classrooms on the site. A well-below average proportion of pupils is eligible for free school meals and very few are from minority ethnic groups. The proportion of pupils with special educational needs and/or disabilities is similar to the national average. There is Early Years Foundation Stage provision in two Reception classes. One of these classes includes Year 1 pupils and, throughout the school, some pupils are taught in mixed-age classes. The school holds several awards including Basic Skills Mark, Inclusive Quality Mark, National Healthy Schools Status, Silver Eco School Award and Activemark. The kindergarten was not part of this inspection and has been inspected separately. Its report can be found on the Ofsted website.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a very popular school, which deserves its good reputation. Pupils enjoy school and look forward to many special events that sustain their enthusiasm for learning. They play a full part in school life with school councillors having a real voice that brings about improvements for other pupils. Year 6 pupils are mature, confident and extremely well prepared for the future.

Attainment has risen considerably over the last few years and is now well above average with examples of excellent standards, especially in mathematics. Good teaching enables pupils to make good progress. The large majority of lessons proceed at a brisk pace with some excellent teaching seen when a rich variety of activities capture pupils' interests. Occasionally, in the less successful lessons, teachers talk for too long or repeat activities that lead to pupils finding it more difficult to sustain their concentration. New assessment procedures are giving teachers a more accurate picture of pupils' abilities. The good use of this information is seen in most lessons although it is not yet fully established throughout the school. This is leading to some inconsistency in the progress pupils make, for example the slower progress made by more able pupils in their writing.

Pupils are well cared for and feel safe. They report that the bully box is now redundant because there are no concerns and everyone is confident to approach staff. The curriculum is planned carefully to meet the needs of the mixed-age classes, ensuring no aspects of the National Curriculum are repeated or omitted. Many clubs are available with a focus on physical activity, which ensures pupils know the importance of keeping fit and healthy. The curriculum promotes good spiritual, social, moral and cultural development. This is evident in the positive manner in which pupils treat each other. The curriculum includes multicultural weeks, but pupils' understanding of life in a multicultural United Kingdom are underdeveloped.

The school has a good capacity to improve. Its self-evaluation is very honest, ensuring a clear direction for the future and a drive towards excellence that involves all staff. There have been many improvements since the last inspection especially in pupils' behaviour, which is now good and was excellent when pupils came together to celebrate Christmas activities. Overall, attainment has risen and plans to raise attainment in writing are detailed and well-focused.

What does the school need to do to improve further?

- Make sure that all teaching and the use of assessment is at least as good by:
 - ensuring lessons are always sufficiently challenging, meet the full ability range

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and are delivered at a brisk pace to sustain enthusiasm

- embedding the new assessment procedures and using assessment information when planning lessons.
- Improve the promotion of community cohesion by providing more opportunities for pupils to learn about cultural and ethnic diversity in the United Kingdom.

Outcomes for individuals and groups of pupils

2

The quality of pupils learning and the progress they make are good. They are enthusiastic learners who enjoy a challenge. Mathematics lessons are often favourites because they include a focus on pupils thinking for themselves and explaining their methods of calculation. Partner and group discussions are purposeful and older pupils show maturity and value the opinions of others. They ask perceptive questions and are keen to extend their skills and knowledge.

There is a rising trend in both attainment and progress. At the end of both key stages attainment is well above average and national test results include examples of high standards. Although standards in writing are above average, they are not as high as standards in the other subjects because fewer pupils exceed the level expected for their age. Pupils with special educational needs and/or disabilities make good progress because the school seeks out guidance and puts in place effective help. The very few pupils who have limited spoken English make very good progress and are reaching above average standards.

This is a happy school because pupils respect each other. Older pupils showed an ability to pause and reflect sincerely when discussing emotions and personal loss following a short video. Pupils are polite and well-mannered. They talk with pride about their school. They confidently take part in all activities, as was seen at their rehearsal for the nativity play. It is not surprising that attendance is above average.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	1
	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The large majority of teaching is good and pupils throughout the school appreciate the imaginative variety of activities that help them progress at a good rate. In Year 2, they enjoyed a friendly game finding keywords which were hidden around the room. Competition was high as Year 5 pupils completed a sentence with a given word. When teaching is outstanding teachers inspire their pupils by their infectious enthusiasm and very high expectations. Questions effectively challenge pupils, always coming back with a supplementary question that extends thinking and keeps the pupils on their toes. In most lessons tasks are challenging and matched closely to pupils' abilities but this is not always the case, especially when pupils of various abilities use similar worksheets in the same lesson.

The array of trophies proudly displayed and the sound of music filtering through the school reflect the richness and balance of pupils' experiences. The school's curriculum is good although there are missed opportunities to engage pupils' interests by developing the topics studied across all subject areas.

The priority given to developing pupils' personal and social skills is reflected in the calm and caring atmosphere in the school. Staff are deployed well to support the more vulnerable pupils and the necessary personalised support programmes are in place.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	2
	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has systematically implemented changes since the last inspection that

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are now paying dividends especially in the rising trend of attainment. Self-evaluation is based on firm evidence so that the school has an accurate picture of its many strengths and the way ahead. There is a positive and collaborative culture of monitoring teaching and pupils' progress. However, not all leaders have developed secure skills when evaluating the strengths and weaknesses of school policies and procedures. Thus, they are not using as an example some of the outstanding teaching seen in school to better inform other teachers.

Governors support the school well, are aware of the challenges it faces and manage a tight budget effectively. They are actively involved in the life of the school and this is enabling them to be more involved in decisions about the school's priorities. They check that policies and procedures for ensuring that equality of opportunity and safeguarding are good. This is a school that welcomes all and ensures the environment is safe. Effective checks are made to see that staff and visitors are suitable to work with pupils. Careful procedures are in place to ensure pupils move safely between the temporary mobile classrooms and the toilets in the main building. The staff work hard to overcome the challenges presented by these old classrooms.

The school engages well with parents and provides ample opportunities for them to ask questions and to learn more about how to be involved with their children's learning. Effective partnerships with other agencies include the exchange of good practice with schools and colleges of higher education. These contacts make a strong contribution to the development of community cohesion, which is promoted through careful planning. Much is done to involve pupils in the local community. International links, including those with France and more recently South Africa, broaden pupils' horizons. Currently there are only limited opportunities to promote understanding by pupils of living in a diverse United Kingdom.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2

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The effectiveness with which the school deploys resources to achieve value for money	2
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Early Years Foundation Stage

Children get off to a good start and enjoy their time in the Reception classes. They enter school with a wide range of skills but overall are slightly higher than is typical for their age, especially in social development. They make good progress, particularly in numeracy, reading and social skills. By the end of Reception, standards are above expectations and many children are starting to work on aspects of the National Curriculum. Physical development has improved with the enhanced outdoor area that is used very imaginatively. Teaching is good with some outstanding teaching seen, reflecting a real strength in the provision of an enterprising range of resources. This was evident in the building activities outdoors, with one very challenging hamster wheel being created. Children are eager learners and keen to explain their activities as well as ask for help. Diligent planning and a good knowledge of how young children learn ensure a good balance of free choice and adult-led tasks. The focus is very clearly on fun and first-hand experiences. Leaders monitor children's progress effectively. As a result, staff are for example, working to broaden children's knowledge and understanding of the world and their creative development. Comprehensive policies ensure welfare requirements are met. Consequently, children play and learn safely, they are considerate towards each other and happily accept responsibility.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The number of parents and carers who returned the pre-inspection questionnaire was small but mostly positive. They appreciate the quality of education their children receive, especially the quality of teaching and the fact that their children enjoy school. A small number expressed concern about the mixed-age classes but inspectors found this is managed well, especially as the older pupils are taught in small single-age groups for literacy and numeracy.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Quinta Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 62 completed questionnaires by the end of the on-site inspection. In total, there are 307 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	58	25	40	0	0	0	0
The school keeps my child safe	33	53	28	45	1	2	0	0
The school informs me about my child's progress	28	45	23	37	10	16	0	0
My child is making enough progress at this school	32	52	24	39	4	6	0	0
The teaching is good at this school	32	52	28	45	1	2	0	0
The school helps me to support my child's learning	34	55	20	32	6	10	0	0
The school helps my child to have a healthy lifestyle	30	48	28	45	3	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	45	20	32	9	15	1	2
The school meets my child's particular needs	26	42	28	45	2	3	1	2
The school deals effectively with unacceptable behaviour	29	47	28	45	3	5	0	0
The school takes account of my suggestions and concerns	25	40	24	39	5	8	3	5
The school is led and managed effectively	28	45	29	47	2	3	1	2
Overall, I am happy with my child's experience at this school	34	55	25	40	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



10 December 2009

Dear Pupils

Inspection of The Quinta Primary School, Congleton, CW12 4LX

Thank you so much for the friendly welcome you gave the inspectors when we visited your school. We enjoyed sharing your preparations for Christmas and hope your performances went well. It was good to hear how much you enjoy school and to see how proud you are of your many achievements. You behave well and are eager to improve. I was pleased to talk to the school council and to hear about how you help others and make a contribution to improving your already good school.

To make your school even better I have asked your headteacher and governors to:

-make sure that all your lessons go at a brisk pace that keeps you thinking and concentrating

- check that your progress is closely tracked so that work is always set at the correct level for you
- improve provision for community cohesion so that you develop a good understanding of the many varied people and cultures in the United Kingdom, beyond your immediate location.

I am sure you will all help especially by listening closely to your teachers. I wish you all the very best for the future.

Yours sincerely

Mrs Jennie Platt

Lead inspector

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