

Duloe CofE VA Junior and Infant School

Inspection report

Unique Reference Number	112024
Local Authority	Cornwall
Inspection number	337821
Inspection dates	8–9 July 2010
Reporting inspector	Stephen Lake

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 of pupils on the school roll	52
Appropriate authority	The governing body
Chair	Alison Toms
Headteacher	Ann Carter
Date of previous school inspection	6 June 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons and made short visits to a further three, observing three teachers in total. Inspectors held meetings with governors, staff and pupils. They observed the school's work and looked at: the most recent school self-evaluation form; the school development plan; minutes of governors' meetings; the school's assessments of pupils' attainment and progress; the records held on vulnerable pupils and those with special educational needs and/or disabilities; school policies; and reports from the local authority and the School Improvement Partner. Inspectors analysed questionnaires from pupils and staff as well 35 completed by parents and carers.

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

- achievement in mathematics to see if teaching is sufficiently challenging for all pupils, especially the more able
- the provision for those pupils deemed to be gifted and talented
- the impact of the creative curriculum especially on attainment and progress and particularly in mathematics
- the provision for outdoor learning in the Early Years Foundation Stage.

Information about the school

This is a much smaller-than-average school. The number on roll has fallen significantly since the previous inspection. It serves the area around Duloe but pupils also travel in from Looe and Liskeard. All pupils are of White British origin. Far fewer pupils than normally found are known to be entitled to free school meals. The proportion of pupils with special educational needs and/or disabilities is above average, but the proportion with a statement of special educational needs is average. More pupils leave or join the school at other than the normal times than in most other schools. The school has been awarded School of Creativity status.

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 good school. Pupils achieve well because of good teaching and an exciting curriculum. The outstanding care, guidance and support demonstrate the great concern that adults have for the pupils in their care. Links with parents and carers are excellent. These factors ensure a caring, family atmosphere in which pupils feel extremely safe and develop into confident and effective learners.

In the Early Years Foundation Stage, children make good progress, particularly in their personal and social development, to start Year 1 well prepared for future learning. Pupils have very low starting points and by the end of Year 6 attain standards that are slightly below average and these have fluctuated year on year. This improvement in attainment during their time in school is a result of the good progress they make. The creative curriculum that has been developed is starting to have a positive impact on pupils' attainment and progress. Attainment in writing and mathematics, a school focus for several years, is rising this year and progress is accelerating in both areas. This is due to teachers' better use of assessment information to plan lessons that challenge pupils, especially the more-able, to achieve of their best. Nevertheless, this is inconsistent; some lessons do not challenge pupils enough and marking does not always make it clear enough to pupils what they need to do in order to improve. Pupils with special educational needs and/or disabilities make good progress because they are well supported and fully included in lessons.

Excellent links with partners in universities and other schools have been instrumental in the development of the outstanding curriculum and in providing support for pupils deemed gifted and talented. Pupils clearly enjoy this, as seen in their outstanding behaviour. They have an excellent understanding of how to stay healthy and keep fit. Pupils' spiritual, moral and social development is outstanding; their cultural development is good.

The school has an accurate view of its strengths and weaknesses. A strong drive and ambition to improve the quality of education and pupils' achievement is shared by all staff and governors. The governing body is effective, particularly in managing a very small budget, and it monitors and challenges the school well. Nevertheless, at present, leaders do not have a clear enough view on how well the school performs in comparison to other schools. Attainment and progress have improved steadily since the last inspection especially in mathematics. The quality of provision, particularly the curriculum and care, guidance and support, has improved since the last inspection. Action has already started on the current areas for development. Consequently, the school has a good capacity for further improvement.

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What does the school need to do to improve further?

- Build on the best practice seen in many lessons to improve attainment in English and mathematics by:
 - ensuring that the information on pupils' progress is used more consistently to plan lessons that challenge all pupils to achieve of their very best
 - making sure that marking gives pupils clear guidance on what they need to do in order to improve their work.
- Review by December 2010 the ways in which the good quality information on pupils' attainment and progress is analysed and presented to ensure that all leaders and managers have a clear view of how well pupils are achieving in relation to other schools nationally.

Outcomes for individuals and groups of pupils

2

The pattern of attainment over the last three years overall has been one of slightly below average attainment with a declining trend in mathematics. Children typically start school with exceptionally low skills especially in communication, language and literacy and numeracy. Recent developments in teaching and the curriculum have resulted in pupils making good progress and this in turn is improving attainment across the school, although this has yet to be seen in the outcomes of national tests.

Learning in lessons observed was good. Progress in Years 5 and 6 is particularly good in English and mathematics, and attainment is rising as a result. More-able pupils are achieving well because the work provided challenges them effectively and is stimulating. For example, Years 5 and 6 pupils, when developing their mathematical inquiry skills, were engrossed in an investigation into choices such as the combinations of different ice creams in a cone or the variety of ways in which four people could sit around a table. In Years 3 and 4, pupils were confident using the internet to find information for their topic. Pupils with special educational needs and/or disabilities are achieving well because not only do adults support them well but fellow pupils also encourage and support their learning. Vibrant displays around the school show pupils' good attainment in art, for example, water colours based on photographs of Venice in the style of J M W Turner. The impact of the creative curriculum is evident in such work as the local project to map the village and identify key features. Good quality work was also observed in dance and in information and communication technology (ICT).

Pupils' spiritual, moral and social development is outstanding. Pupils have an excellent understanding of right and wrong, feel valued and show respect for others. They have a strong understanding of cultures in many parts of the world but their knowledge and understanding of wider cultures in Britain, although good, is a relative weakness. Pupils feel very safe in school. They reported no bullying and they trust the adults to deal with any that might occur. Pupils demonstrate great maturity in the polite and courteous way they speak with visitors. They make an excellent contribution to school and village life by taking on a wide range of responsibilities; for example, as peer mentors on the

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playground who help solve minor disputes and look after younger pupils at break times. Pupils' very secure understanding of how to stay healthy and keep fit is evident in the enthusiastic way pupils take advantage of the many opportunities for physical activity in the school grounds and after school. Pupils make an excellent contribution to the local community, for example, by giving their views on the plans for a new pavilion or hosting the weekly lunch held in school for senior citizens. Activities such as these, including selling the produce from the school allotment at a monthly farmers' market, enhance pupils' life skills and prepare them well for the future. The attendance of the vast majority is good but the poorer attendance of several pupils with challenging circumstances holds attendance to satisfactory overall.

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	3
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	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Central to the improvement in learning that is taking place is the extremely stimulating curriculum that makes learning so interesting and ensures many highly motivating experiences for pupils. Extremely strong partnerships with a wide range of external organisations have contributed to this and the school has received national recognition

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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for the quality of the creative curriculum. The contribution made by the school to pupils' personal development is outstanding. All adults provide excellent guidance for pupils on how to stay safe and healthy. The school has established strong international links with schools in Uganda and The Gambia and is developing links with an inner city school in Plymouth. Pupils also investigate life in Bolton, Birmingham and the Isles of Scilly. Activities such as these, and the many visits and visitors to the school, make learning extremely enjoyable for all pupils and develop their understanding of other cultures well. Teachers prepare lessons that stimulate pupils to learn. ICT is used well to support teaching and ensure that the different learning styles of pupils are accommodated. Most teachers are skilled at knowing just what questions to ask to challenge pupils and extend their learning. For example, in a science lesson, skilled questioning extended pupils' understanding of the forces that support a boat in water. The improved assessment procedures provide good information that is used particularly effectively in Years 5 and 6 to plan work that challenges most pupils to achieve their full potential, but this is inconsistent across the school and as a result some lessons do not challenge pupils enough. Marking often contains very helpful comments that show pupils how they can improve their work, but again this is inconsistent.

The care, guidance and support in this school are exemplary. Pastoral care is extremely strong. Child protection procedures are detailed and well known to all staff. The school works very closely with parents and carers to support their children's learning through information evenings and meetings with teachers. Very great care is taken to ensure that pupils are given high quality guidance on how to stay safe. Strong partnerships with various agencies of the local authority ensure that the additional needs of those pupils deemed vulnerable and those identified as gifted and talented are met very well.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The staff in this school work together as a collaborative team to bring about school improvement and ensure that high quality education is provided for all pupils. The school is careful to tackle any incidents of discrimination and the great care taken to monitor the progress of all groups of pupils. All groups of pupils are making progress at the same rate. Safeguarding requirements are met well and procedures to keep pupils safe are good. Strong links with and beyond the local community and the attention paid to pupils' multicultural development promote community cohesion well. However,

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systems to monitor the impact of the strategies, although satisfactory, are not as strong as other aspects of community cohesion.

Governors support the school well and share the drive to improve further. All governors visit the school regularly and monitor its work carefully. Of particular note is the good involvement of governors in school self-evaluation. Nevertheless, the good quality information on pupils' attainment and progress is not analysed and presented in a way that makes it easy to compare the performance of the school or cohorts against the national picture. Parents, carers and pupils are consulted regularly and their views taken into account in the very good quality school development plan.

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	1
The effectiveness of partnerships in promoting learning and well-being	1
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
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children receive a good start to their education. Close and positive relationships with parents, carers and the pre-school mean that children settle quickly and happily. Children's personal development is excellent. They display positive attitudes and learn to relate well to others. The good partnership between children and adults, and a focus on praise, ensure excellent behaviour. High quality care helps children to feel secure and confident and their welfare needs are met well.

Children make good progress. Most start school with levels of skill well below those normally found at this age and enter Year 1 with attainment close to average levels. This is a clear improvement that is closely linked to the good leadership and management of the relatively new leader in this area. A rich and stimulating environment is provided for children particularly in the well-designed outdoor area. All

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areas of learning are covered appropriately. Adults ensure a good balance of teacher-directed activities and independent choice that helps children develop as learners. All adults have a good understanding of the progress individual children are making and use this to challenge them to achieve more. Only on a few occasions is it not clear what children are expected to learn next to help them improve further.

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

Parents and carers are very pleased with the school. In the written responses some praised the school with comments such as: 'The school has a warm and friendly atmosphere'; 'The children love the vast array and variety of creative activities on offer'; and 'I have regular feedback and guidance for me to support him at home'.

Inspectors agree with the positive comments made by parents and carers.

There were no significant numbers of negative comments received.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Duloe Church of England Voluntary Aided 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 35 completed questionnaires by the end of the on-site inspection. In total, there are 52 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	66	12	34	0	0	0	0
The school keeps my child safe	30	86	5	14	0	0	0	0
The school informs me about my child's progress	21	60	14	40	0	0	0	0
My child is making enough progress at this school	17	49	18	51	0	0	0	0
The teaching is good at this school	23	66	12	34	0	0	0	0
The school helps me to support my child's learning	21	60	14	40	0	0	0	0
The school helps my child to have a healthy lifestyle	21	60	14	40	0	0	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)	18	51	15	43	1	3	0	0
The school meets my child's particular needs	23	66	12	34	0	0	0	0
The school deals effectively with unacceptable behaviour	15	43	17	49	1	3	0	0
The school takes account of my suggestions and concerns	21	60	14	40	0	0	0	0
The school is led and managed effectively	26	74	9	26	0	0	0	0
Overall, I am happy with my child's experience at this school	26	74	9	26	0	0	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



12 June 2010

Dear Pupils

Inspection of Duloe C of E VA Primary School, Duloe, PL14 4PW

Thank you for making us so welcome when we visited your school. We were very impressed by your excellent behaviour and the polite and mature way that you spoke to us.

Yours is a good school. We think that it looks after you well and gives you a really exciting curriculum. Here are some of the things that we liked.

- Your achievement is good. At present your attainment is average but is improving rapidly.
- Your school makes learning interesting and fun because of the wonderful range of activities provided for you. No wonder you enjoy school so much!
- The school looks after you very well, which is why you know how to stay safe and keep healthy.
- The teaching is good. You have very talented teachers and teaching assistants who make learning enjoyable and interesting.
- You make an excellent contribution to the school and the local community through the jobs that you do and the way you get involved in village life.
- The school is led and managed well by your headteacher and the people who help her.

To help make your school even better we have asked the staff and governors to:

- Help you attain better in English and mathematics by making sure that all lessons challenge you to achieve your best, and making sure that marking always shows you what to do to improve your attainment.
- Improve the way they use the large amount of information they have on your individual attainment and progress to check on how well the school is doing when compared with others nationally.

Thank you again for your help.

Yours sincerely

Stephen Lake Lead inspector

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