

Quethiock CofE VA School

Inspection report

Unique Reference Number	112028
Local Authority	Cornwall
Inspection number	337822
Inspection dates	16–17 June 2010
Reporting inspector	Kevin Jane HMI

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	70
Appropriate authority	The governing body
Chair	Stephen Pearson
Headteacher	Victoria Bryan
Date of previous school inspection	15 May 2007
School address	Quethiock Liskeard PL14 3SQ
Telephone number	01579 343588
Fax number	01579 343588
Email address	secretary@quethiock.cornwall.sch.uk

Age group	4–11
Inspection dates	16–17 June 2010
Inspection number	337822

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors observed all teachers at least once, saw seven lessons and held meetings with members of the governing body, staff and pupils. They observed the school's work, and looked at information about pupils' performance, the school development plan, minutes of the governing body and school policies, curriculum planning documents and monitoring files. In addition, questionnaires from 40 parents and carers, 12 from staff and 37 from pupils were scrutinised.

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

- the achievement of pupils at both key stages to determine whether teaching is sufficiently challenging and assessment suitably accurate
- leadership and management, provision and quality in the Early Years Foundation Stage
- how far the revised vision and priorities for improvement are shared and understood by the school community and evidence of impact to date
- the effectiveness of the governing body in setting the strategic direction of the school and holding it to account.

Information about the school

There have been some significant changes since the school was last inspected. The new substantive headteacher took up her post in January 2010 and most teachers are recently appointed to the school. It remains a much smaller than average primary school, serving the local village and rural communities in this part of Cornwall. Pupils are currently organised into three mixed-age classes, but this may alter from year to year because of the variable numbers of pupils who leave and enter the school annually. The number on roll is currently fewer by over 20 pupils than when the school was last inspected. The proportion of pupils known to be eligible for free school meals is well below the national average. The proportion of pupils with special educational needs, all with learning difficulties, is broadly in line with national averages.

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?

3

The school's capacity for sustained improvement

3

Main findings

Judged to be good with some outstanding features at the time of the last inspection in 2007, Quethiock C of E Primary school's overall effectiveness is now satisfactory.

Significant changes to the senior leadership and staffing, some inertia in driving forward the development of the school as a result of interim leadership arrangements, limitations in the accuracy and precision of past pupil assessments, inconsistency in the quality of teaching, and higher national expectations mainly account for this inspection judgement in 2010. Nevertheless, some aspects, such as the behaviour of the pupils, their safety and personal development and the care, guidance and support of pupils remain good. Pupils enjoy their time at school and are proud of it. Equally, most parents and carers report that they are pleased with the school although responses are mixed and more critical in some aspects, such as understanding what their children learn and the progress they make. The pastoral care and support for the pupils, where all are known as individuals, is stronger than support for their academic performance.

Children start school with levels of attainment that are generally in line with age- related expectations in most areas of learning, although this can vary from year to year. They leave with attainment that is in line with the national averages in tests at age 11. As a result, most pupils, including those with special educational needs, make satisfactory rates of progress in their academic work relative to their starting points when they enter the school. Greater consistency in the quality of teaching to make it more consistently good and better is required to enable the pupils to make better academic progress than is currently the case, especially in English and mathematics. In particular, higher expectations and levels of challenge of pupils and more precise teacher assessments, including through marking, are needed. The school has satisfactory capacity to do this because teamwork is developing and there is a determination from the headteacher to enable more pupils to gain higher levels of attainment. The school's self-evaluation is honest and accurate and closely matched to the findings of this inspection. The monitoring and tracking of pupils' progress is sound and, although still at an early stage of development, it helps to identify where additional targeted support is necessary for pupils to make better progress.

The headteacher provides determined and focused leadership and has identified clear priorities for improvement. These have been shared and agreed by governors and while they are active and hold the school to account, they are not sufficiently focussed on taking the lead on determining the strategic direction of the school. Parents also have limited understanding of the focus of the strategic leadership of the school. The school is active in its role in the local and wider community, although the absence of a comprehensive strategy for community cohesion renders this aspect inadequate.

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

What does the school need to do to improve further?

- Raise attainment in English and mathematics by improving the consistency in the quality of the teaching throughout the school by:
 - ensuring that lesson objectives are precise and focused on what children are expected to learn
 - providing greater challenge and expectations of what all pupils will be expected to do in a single lesson and over time
 - ensuring that all adults are fully and consistently involved in supporting and assessing learning.
- Improve the rates of progress that pupils make over time, especially in English and mathematics through more rigorous and consistent assessment and marking which informs the pupils how well they have done and what they need to do next to improve, and inform parents and carers more regularly about their children's progress.
- The governing body should work more closely with the school, and parents and carers to refresh and agree the strategic direction of the school and align this to the priorities in the school improvement plan.
- Determine a strategic plan to promote community cohesion drawn from an analysis of the school community. Align this to the school improvement plan and implement it.

Outcomes for individuals and groups of pupils

3

By the end of Year 6, most pupils attain the required level in English, mathematics and science. In lessons observed, and as revealed by their work books, all pupils, including those with special educational needs, make satisfactory progress and there are no discernable differences between the progress of boys or girls or year groups. In the better lessons seen, care was taken to provide suitably challenging tasks. For example, in Years 2, 3 and 4, pupils, in a science lesson, worked in groups to identify living things in different habitats in the school grounds. Their use of scientific apparatus and the structure of the task enabled them to act as 'young scientists', demonstrating close observation and curiosity of the natural world. In a Year 5 and 6 class, groups were challenged to closely scrutinise and interpret the text of a children's novel and to account for their decisions. In these examples, pupils responded well and were highly involved in their learning. The pupils were confident in their response to the tasks and other adults were focused on supporting and challenging all pupils to achieve well.

There was clear evidence during the inspection that pupils of all ages and abilities enjoy their learning and their time at school. This is confirmed by the surveys completed by the pupils, and parents and carers. Relationships between adults and pupils are very secure and this results in good behaviour in lessons and around the school. A good example of this was reflected in the accounts presented to the school assembly about the recent residential experience by older pupils who had clearly enjoyed the range of

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

enrichment activities provided.

The pupils are suitably aware of what constitutes a healthy lifestyle and they enjoy physical education and extra-curricular activities. Equally, pupils report feeling safe and are confident that adults will listen to them and take timely action to resolve personal problems when they arise. The school is active in the community through the local church, festivals, and charity events and makes a good contribution to this aspect. The social and moral development of pupils is good. Attendance, however, is average. The school takes reasonable steps to encourage regular attendance and punctuality through routine newsletters to parents and carers but over the last three years, rates of attendance have shown little improvement.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
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	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching is an inconsistent picture. Less than half the lessons observed were judged to be good but no outstanding or inadequate teaching was observed. There are some good features, such as the secure subject knowledge of teachers, the management of pupils' behaviour and the planning of interesting activities. The use and

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

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

availability of resources is another strength, although the deployment of additional adults to support learning is inconsistent. Lessons routinely have clear objectives, though too many lack precision and while all pupils are aware of their personal targets, the marking of pupils' work towards achieving them is insufficiently detailed to help them know what they need to do next to improve their work or achieve higher levels of attainment. In addition, the pace of learning in lessons and teachers' expectations of what pupils can achieve are currently too variable, especially in English and mathematics; these factors result in uneven progress for too many pupils. Therefore, if the school is to meet its own declared aims to raise attainment and improve academic progress, a step change in expectations and the levels of challenge to pupils across the school is required.

The curriculum is well structured for the context of the school and is organised around theme-based topics which combine subjects sensibly and effectively so that repetition is avoided in mixed-age classes. Curriculum planning is thoughtful and creative in scope and ensures full coverage of the National Curriculum subjects and plans for progression in knowledge, skills and understanding. This, together with a good range of clubs, educational visits, residential experience and visitors in to school, enriches the learning experiences that pupils have and which they appreciate. For example, during the inspection, a problem-solving workshop for older children, led by a visitor using commercial material, resulted in some particularly well-designed and constructed models that demonstrated a good understanding of gears based on designs of windmills.

A significant strength of the school is seen in the way it cares for and supports pupils as individuals. It accounts for why pupils feel safe and happy in school and this is confirmed by the parents and carers survey. The school knows its pupils well. Those pupils who require additional support are provided for appropriately and their needs are met. Importantly, pupils know that adults care about them and listen to them.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
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 new headteacher, together with her staff, are determined to raise attainment and improve both pupils' academic progress and their personal development. The four priorities for improvement are clearly stated in the new school development plan. These are rightly focused on improving pupils' performance and aspects of leadership and management at all levels. Nevertheless, it is too early to detect the impact of actions on

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

the school community as a whole. For example, some action has been taken, such as in identifying the roles and responsibilities of staff in leading subject development, although this shared leadership is yet to result in improvements in pupils' performance. The governing body is clearly active in the school. It is appropriately organised and plays its part in holding the school to account for its performance, based on information from the headteacher. However, the substantial changes experienced by the school in the last two years and the variable response from parents and carers reveal that this is not a school that is fully at the heart of its community. The headteacher, staff, governors, parents and carers, and stakeholders, together need to re-forge the vision for the school and ensure that all subscribe to its future development.

The school strives, with some success, to be an inclusive one and care is taken to ensure that all pupils have equality of opportunity to improve in their academic performance and personal development. The school rightly places the safety of pupils as a high priority, and policies and procedures are in line with government requirements. Action taken to improve the security of the school site, by restricting the access of traffic, is a good example of the priority that the school places on taking all reasonable steps to safeguard children. Partnership work with other schools adds good value to pupils' learning experiences, for example through sporting opportunities.

The strategy to promote community cohesion is inadequate. The school has an imprecise knowledge of the context of the school population; it has not been fully evaluated, nor a coherent plan formulated as required. The school as a community is, however, orderly and secure, and provides a stimulating learning environment based on Christian values.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	4
The effectiveness with which the school deploys resources to achieve value for money	3

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

Early Years Foundation Stage

The children arrive in the school with attainment that is generally in line with that expected for their age, although this can vary from year to year. Care is taken to ensure that the children settle quickly and the transition from home to school is well planned and managed. However, there is scope for the greater engagement of parents and carers being involved in school in their children's learning. At this point in the academic year, all children are appropriately involved in school life. Classroom routines, such as tidying away and snack time, are securely understood. Children display independence in their learning by making decisions and choices. They use resources respectfully and work cooperatively in small groups and take part in whole-class sessions. As a result, children make sound progress across all areas of learning. An appropriate curriculum is provided for them, despite being taught in a class with pupils in Key Stage 1. It is planned to ensure a balance between taught activities and play opportunities both indoors and outdoors. Suitable attention is paid to helping the children with early literacy skills through a daily session of the teaching of letters and sounds. In one lesson, they then applied their learning through their writing about the rain. The Early Years Foundation Stage is led satisfactorily, although this responsibility has only recently been deployed. However, attention to securing the welfare and personal development of the children is a priority. The classroom is a welcoming and stimulating environment in which relationships between adults and children are a strong feature.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Most parents and carers who responded to the questionnaire are supportive of the school and the quality of education that their children receive. However, responses to questions were mixed and the school does not command the full support and confidence of the parental community. As stated earlier in this report, inspectors agree with views expressed about inconsistency in teaching and the need for a step change in raising attainment and improving the progress that pupils make in their academic work. It is clear from comments expressed that parents and carers would value greater awareness and involvement in their children's learning and more frequent reports on the progress they make. Inspectors agree with these views. It is also clear that parents value the school and its role in the community. Where views commented on the behaviour of

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

some pupils and the management of it by the school, the supervision of pupils at playtime and lunchtime, and steps taken by the school to enhance the safety and security of the school site and the children, inspectors found no grounds to agree with such views. Equally, in terms of general communications with parents, inspectors judge that the school takes all reasonable steps to communicate frequently with parents about forthcoming events and school community matters.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Quethiock C of E VA 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 40 completed questionnaires by the end of the on-site inspection. In total, there are 70 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	33	22	55	1	3	0	0
The school keeps my child safe	13	33	25	63	1	3	0	0
The school informs me about my child's progress	8	20	16	40	13	33	2	5
My child is making enough progress at this school	8	20	17	43	12	30	1	3
The teaching is good at this school	8	20	19	48	7	18	0	0
The school helps me to support my child's learning	7	18	16	40	11	28	3	8
The school helps my child to have a healthy lifestyle	12	30	27	68	1	3	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)	9	23	11	28	10	25	3	8
The school meets my child's particular needs	11	28	16	40	6	15	5	13
The school deals effectively with unacceptable behaviour	6	15	9	23	10	25	4	10
The school takes account of my suggestions and concerns	9	23	14	35	7	18	2	5
The school is led and managed effectively	11	28	8	20	12	30	2	5
Overall, I am happy with my child's experience at this school	9	23	16	40	8	20	2	8

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.



19 June 2010.

Dear Pupils,

Inspection of Quethiock C of E VA Primary School, Liskeard, PL14 3SQ

I would like to thank you for being so helpful to us when we visited your school recently. We very much enjoyed talking with you in lessons, around the school and sharing some of the opportunities you have for learning and hearing about how you enjoy school. Our inspection found that Quethiock is a satisfactory school. Here are some of the things we were particularly impressed with.

- Your headteacher and the other adults are working hard to make sure that the school improves further.
- Your behaviour and attitude towards each other and towards adults are good.
- Your attitudes towards the tasks you are asked to do are positive and you work well together in groups.
- You have good opportunities to help you develop as young people, for example you are proud of the responsibilities you have in school.
- You told us that your teachers look after you very well, keep you safe and help you to understand the importance of a healthy lifestyle and we agree.

Your headteacher and the other adults work hard to make the school even better and we have asked them to improve four important things.

- Improve the quality of the teaching you receive so that you can reach higher attainment and make better progress by expecting more of you in lessons.
- Improve the progress that you make over time in English and mathematics and tell you more precisely what you need to do to improve when they mark your work. You can help here by working hard to achieve the special targets that you have.
- Set out what kind of school they would like Quethiock to be in the future by involving your parents and carers, and the governing body. I am sure they will want to know your views on this too.
- Set out a plan which will help you to understand better your local community, to value the diversity of people who live and work in Britain today and the issues facing the world that you will grow up in.

Yours sincerely

Kevin Jane

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.