



# Indian Queens Community Primary School and Nursery

## Inspection Report

**Unique Reference Number** 111894  
**LEA** Cornwall  
**Inspection number** 278805  
**Inspection dates** 25 May 2006 to 26 May 2006  
**Reporting inspector** Stephen Lake AI

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

<b>Type of school</b>	Primary	<b>School address</b>	off Suncrest Estate
<b>School category</b>	Community		Indian Queens
<b>Age range of pupils</b>	3 to 11		St Columb, Cornwall TR9 6QZ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01726 860540
<b>Number on roll</b>	293	<b>Fax number</b>	01726 860330
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr S W Goody
<b>Date of previous inspection</b>	1 November 1999	<b>Headteacher</b>	Mrs Jane Scown

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 25 May 2006 - 26 May 2006	<b>Inspection number</b> 278805
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger-than-average school serving a small village set in an area of rural deprivation. There are very few children from minority ethnic groups. In the current Year 6, more children than average have joined or left the school during their school career. The proportion of children with learning difficulties or disabilities is broadly average, but a higher-than-average proportion of children have statements of special educational need. Children starting school in the nursery have skills which are generally below the level expected for their age.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school's effectiveness is satisfactory and improving. Inspectors broadly agree with the school's view of itself developed through rigorous self-evaluation. A clear focus from the school's leadership and management has, over the last two years, brought about significant improvement that has raised standards. This has ensured that, despite some serious underachievement in national test results in 2005, pupils are now making satisfactory progress. Pupils with learning difficulties or disabilities are achieving well but those who are more able could achieve better. Pupils' achievement and the quality of provision made for them in the Foundation Stage (nursery and reception classes) are satisfactory. Standards in the Foundation Stage have improved recently and this year children will enter Year 1 with broadly average skills, having made good progress since their entry to school.

Across the school, the good quality of teaching is a prime factor in the rising standards. However, the improvements which have been put in place have not had enough time for their effectiveness to be seen fully, especially in the standards attained by pupils at Year 6, which are nonetheless broadly average. Despite examples of good practice, there are inconsistencies in the way marking is used to help pupils improve their work and the way in which day-to-day lessons are planned to challenge and meet the needs of all children especially the more able. The quality of the curriculum is outstanding and contributing well to the improving progress noted across the school. The school looks after its pupils well and gives good guidance and support. The governance of the school is good and the school gives satisfactory value for money. The school has improved satisfactorily since the last inspection and, in light of the improvements in the last two years, is well placed to improve further.

### What the school should do to improve further

- Ensure that marking provides children with enough information on how to improve their work.
- Improve the way in which lessons are planned to challenge and meet the needs of all pupils, especially the more able.

## Achievement and standards

### Grade: 3

Pupils' achievement is satisfactory. Children enter school with below-average skills and make good progress in the Foundation Stage. They now enter Year 1 with broadly average skills. Pupils are achieving satisfactorily in Years 1 and 2 and are on course to enter Year 3 with broadly average standards, which is a significant improvement over the last few years. Pupils in the current Year 6 have made satisfactory progress having started in Year 3 with broadly average skills. Their standards remain in line with the national average, and are significantly higher than standards attained by Year 6 pupils in each of the last three years. Pupils in Years 3–5 are now making good progress because they have benefited most from the effect of recent improvements to teaching and learning. In 2005, national tests results for Year 6 pupils were poor and the school

failed to meet its targets. School records show that the current Year 6 are on track to meet the challenging targets set for them. Pupils with learning difficulties or disabilities achieve well as a result of the good support given to them, but a small number of more able pupils in all years are not achieving well enough. In areas not subject to national assessments, pupils are producing some good work. For example, the high quality of art, dance and drama has been recognised within the last few weeks by the award of 'Artsmark Gold.'

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including their spiritual, moral social and cultural development, is good. Children enter the nursery with personal and social skill levels which are below those expected for their age, but the good provision made in Foundation Stage ensures that these skills are broadly average when they start Year 1. Pupils say that they feel safe and enjoy coming to school because lessons are interesting and they want to learn. Attendance is satisfactory and the school's efforts to improve punctuality have been very successful. The effective behaviour management policy is applied consistently and, as a result, pupils behave well.

Pupils' thoughtful and sensitive evaluations of pictures and music demonstrate their good understanding of emotions. Their good social development is seen in the positive relationships they have with all adults and each other. The school's strong focus on developing pupils' independence has led pupils to take more responsibility for their own learning. Through participation in the school council and support for elderly people in the village, pupils make a good contribution to the school and local community. The skills of organisation developed through these activities make a satisfactory contribution to pupils' future economic wellbeing.

Pupils have a healthy lifestyle and know how to stay safe. They have been instrumental in introducing a healthy playtime picnic before morning play and suggesting a new healthy lunch menu.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good throughout the school. They have improved significantly over the last two years as a result of rigorous monitoring by senior staff and of well-focused professional development of teachers. Lessons are well planned. Teachers use a wide range of practical activities and interactive whiteboards to engage pupils' interest and make learning fun. Effective question-and-answer sessions and discussions develop pupils' personal skills as they share ideas with each other. Lessons move at a brisk pace and most pupils produce a good amount of work in the time allocated. However, in some lessons, particularly in mathematics, the most able pupils

are not given sufficiently challenging tasks. This limits their rate of progress in Years 3 to 6.

Behaviour is well managed. Good opportunities are provided for pupils to work collaboratively in pairs or small groups but occasionally they are expected to sit and listen to the teacher for too long, and they lose interest. Pupils' progress is regularly assessed and recorded and pupils are becoming increasingly involved in assessing their own work. However, teachers' written marking, although supportive, is not yet used consistently to inform pupils about how to improve their work. Children with learning difficulties and/or disabilities are very well supported by teaching assistants and, as a result, they achieve well.

## **Curriculum and other activities**

### **Grade: 1**

Curricular provision is outstanding. The good outdoor provision in the Foundation Stage is much better than at the last inspection. National guidelines have been successfully adapted to link subjects together to make learning more exciting and relevant throughout the school. This includes excellent use of the local environment, work with local artists and special themed weeks to develop skills in the performing arts. This has resulted in the school recently achieving the 'Artsmark Gold' award. Good emphasis is placed on learning about their own and other cultures and French is taught to pupils in Key Stage 2. Children use their literacy and ICT skills well to support their learning in other subjects. Personal, social and health education is good and successfully promotes a good understanding of staying safe and keeping healthy. Pupils really enjoy an excellent range of enrichment activities, which include well-attended after-school clubs, visits and visitors to the school. The bright and stimulating environment celebrates pupils' achievements well.

## **Care, guidance and support**

### **Grade: 2**

The quality of care, guidance and support is good. Good procedures for child protection are in place. Health and safety procedures and risk assessment have a high priority. Education on drugs awareness and sex education are good. The particular emphasis on local dangers such as clay pits and the beach, which involves the emergency services coming into school to talk to the pupils, makes a good contribution to their safety.

Good links with outside agencies make a strong contribution to the good support given to pupils with learning difficulties or disabilities. Pupils' progress is monitored well and information used to set clear targets for improvement. A good start has been made on involving pupils in their own learning to help them improve but this is not yet consistent throughout the school.

## Leadership and management

### Grade: 2

Leadership and management are good. A clear focus on raising standards and rigorous monitoring and evaluation of teaching and learning are key to the improvements of the last two years. The headteacher and senior management team sharply identified key factors that needed to be addressed to stop the decline in standards and set improvements in place.

Senior management know the strengths and weaknesses of the school well and share these with other staff and governors, enabling the whole team to work together to bring about improvement. This is leading the school forward and ensuring that strategies for improvement are consistently followed in every part of the school. Difficult decisions have been taken and the impact of the actions is now apparent in the much-improved quality of teaching in Years 2 to 4. However, to continue the rapid improvement, a greater focus is needed upon ensuring that marking is consistently informative and that day-to-day lesson planning meets the needs of all pupils. Pupils' progress is monitored rigorously and information gained used effectively as part of the performance management of staff. The effect can be seen in the rising standards across the school and the great improvement in standards at Year 6 after several years of low attainment.

Governors know the school well and are rigorous in holding it to account. They manage finances well and support the headteacher very well. The views of parents and pupils are taken into account in planning for school improvement. Based upon the improvement since the last inspection, especially in the last two years, the capacity to improve further is good.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

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

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

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for helping us find out about your school when we visited before the holiday. We were impressed with how much your school has improved over the last two years and were pleased to see that the improvement is continuing.

There were many things that we liked about your school:

- We think that you are making satisfactory progress in your learning and achieving standards in line with pupils in most schools. This is a very big improvement from last year.
- You told us that you enjoy school because of the interesting things you do. We agree with you. In fact we think the curriculum is outstanding.
- The huge improvement that you have made is due to the good teaching that helps you learn well.
- You behave well and your personal development is good.
- You know how to stay healthy and safe. We were impressed by the 'playtime picnics' and your understanding of how to stay safe around water.
- You make a good contribution to your school community and the local community.
- The school looks after you well and gives you good guidance.

• All the above things happen because your school is well led and managed. We think that the school is well placed to keep getting better. We have asked your teachers to do two main things to help you to improve further:

- To give you clear guidance on how you can do better when your work is marked.
- To set work that challenges all of you well, especially those of you who are capable of doing harder work.

We all wish you well in the future.