

Indian Queens Community Primary School and Nursery

Inspection report

Unique Reference Number	111894
Local Authority	Cornwall
Inspection number	325487
Inspection dates	24–25 March 2009
Reporting inspector	Paul Sadler

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	288
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Vanessa Bragg
Headteacher	Jane Scown
Date of previous school inspection	25 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	off Suncrest Estate Indian Queens St Columb TR9 6QZ
Telephone number	01726 860540

Age group	3–11
Inspection dates	24–25 March 2009
Inspection number	325487

Fax number

01726 860330

Age group	3-11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school serves villages and a rural area in mid-Cornwall. Almost all pupils are of White British ethnicity and an average proportion has a wide range of learning difficulties and/or disabilities. The school provides for children in the Early Years Foundation Stage in its Nursery ('Minpins') and Reception classes. The governing body manages breakfast and after-school clubs on the school site.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Indian Queens is a good school. It is improving and has a number of outstanding features. Children's education gets off to an excellent start in Minpins Nursery. Throughout the school, pupils' personal development is outstanding, with aspects including their behaviour, enjoyment of school and their spiritual, moral, social and cultural development as particular strengths. The school has an excellent system where pupils and staff are able to monitor individual pupils' progress in achieving a range of challenging targets. Pupils show exceptional enthusiasm for this approach, and an unusually good understanding of the use of these targets to improve their work. The curriculum, which was outstanding at the last inspection, remains so, with a wide range of exciting activities that are carefully matched to pupils' abilities and needs.

Children start school with skills and abilities below those expected for their age. They start more formal schooling in Year 1, having attained standards that are still below average in some areas such as aspects of their communication, although this represents good progress. Standards attained at the ends of Years 2 and 6 have fluctuated in recent years. Following a particularly disappointing performance in national tests in English, mathematics and science at the end of Year 6 in 2007, leaders and managers reviewed arrangements for teaching and support in Years 3 to 6 in order to ensure that slow progress was quickly identified and rectified. As a result of these actions, standards rose sharply in 2008 with Year 6 pupils attaining above average standards. The work of current pupils and evidence from the school's tracking of their progress show that current pupils are on track to attain at least average standards, representing good progress from their below average starting points. All groups of pupils, such as boys and girls, and those with learning difficulties and /or disabilities, achieve equally well across the full range of subjects. Improvements in standards at the end of Year 2 have been somewhat slower, and the school is rightly anxious to ensure that these younger pupils make equally good progress in the future.

Teaching and learning are good throughout the school, with a considerable number of lessons being outstanding. The very effective use of targets, together with frequent discussions in pairs and groups, enables pupils to learn independently from a young age. For instance, they routinely use classroom resources to help them with their writing and to give them fresh ideas. Lessons are conducted at a good pace and reflect high expectations by teachers of what the pupils can achieve. Marking is a particular strength which complements other strategies that enable pupils to know how their work could be improved.

The school provides excellent care for its pupils and all requirements to keep them safe are in place. The provision in the breakfast and after-school clubs is also outstanding. The school has tried hard to improve pupils' attendance, with some success especially with those who have prolonged absence, but leaders and managers rightly acknowledge that more needs to be done. Strong teamwork exists among senior and middle leaders, and with governors, so that they are in a good position to improve the school further. There is a good understanding of the school's strengths and weaknesses, for instance of the need to bring greater clarity to the school's work in promoting community cohesion.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The provision is very effective in meeting the needs of the children, especially those who start school with limited skill levels in communication, language and literacy and in their social and emotional development. Based on careful and accurate assessment, the curriculum is well planned and includes an exciting range of activities that use both the indoor and outdoor learning environments of the school. Children quickly gain independence and the ability to work and play together. Good teaching promotes high expectations of what can be achieved, and children respond well, making good progress. Arrangements for children's welfare are excellent, and the provision has very good links with parents and outside agencies. Leadership and management of the Early Years Foundation Stage are good, with a clear view of how the provision could be further improved. The Nursery provision is excellent, and while most of its positive features are also apparent in Reception, further work is needed to ensure that children are challenged to achieve what is expected of them during the focussed activities..

What the school should do to improve further

- Widen the range of approaches used to promote good attendance, building on the improvements that have already taken place.
- Ensure that the strategies that have led to improved achievement among older pupils have a similar impact on the progress of younger pupils.

Achievement and standards

Grade: 2

Following a year in which the standards attained by pupils at the end of Year 6 were above average, current pupils are achieving well. The school's own records show that all are making at least the expected progress and that successful action has been taken to improve identified underperformance, for instance in the current Year 5. Unusually, pupils' progress is equally good in all aspects of the curriculum including writing, often a weaker area. Pupils in Years 3 to 6 write at length with speed, accuracy and fluency, producing high quality work. Science, art, history and physical education are examples of other subjects where pupils are attaining standards above those expected. The school is striving to ensure that pupils attain similarly high standards at the end of Year 2, and to ensure that recent improvements in standards at the end of Year 6 are maintained in the long term.

Personal development and well-being

Grade: 1

At lunchtime during the inspection, older pupils were observed helping a child from the Early Years Foundation Stage to cut up her meal. They did this without being asked, or with any expectation that they should do so. This is typical of their care and consideration for others, and that they routinely make an excellent contribution to the school and wider communities. The latter point is exemplified by their enthusiastic support for a school in Kenya, with many displays and communications with its pupils. These examples also reflect pupils' excellent behaviour which in turn reflects the effective strategies used to manage it, such as 'lunch club' where pupils can find a haven from crowds.

Pupils really enjoy school and talk with great enthusiasm about, for instance, exciting science projects, opportunities to use information and communication technology (ICT) and taking

part in sport. They have a good understanding of how to lead healthy and safe lives, for instance when using local lanes and the nearby sea. The excellent development of their skills for independent learning and collaboration, together with their developing skills of literacy, numeracy and ICT, means they are well prepared for the next stage of their education. The school recognises that further work is needed to improve attendance, but has a determination to do this.

Quality of provision

Teaching and learning

Grade: 2

Teachers know their pupils well and plan work that effectively meets their needs throughout the school. This is the result of excellent assessment, marking and target-setting. They plan interesting and challenging activities such as testing the effectiveness of various materials as parachutes. They use ICT well as a stimulus for learning and are precise in their use of language, encouraging pupils to extend their vocabulary and range of grammatical structures. They encourage pupils to evaluate their own and each other's work in a way that develops their confidence. On a few occasions, direct teaching carries on for too long and a few pupils begin to lose interest. Teaching assistants and other adult support enable all pupils to make equally good progress.

Curriculum and other activities

Grade: 1

The curriculum is rich and varied and makes particularly good use of the local and wider environments. Activities such as gardening and visits to farms enable pupils to appreciate both the beauty of the environment and the uses we make of it. A range of subjects is used successfully to develop skills such as literacy, as when pupils wrote with sensitivity and empathy about what it may have been like to grow up during the Second World War. Pupils have plenty of opportunities for additional activities such as sport, art and design and making items using 'junk', such as a cold frame using empty bottles and 'bubble-wrap'. The curriculum is planned very well to meet individual pupils' needs but occasionally the complex organisation leads to some loss of time when groups of pupils are being reorganised.

Care, guidance and support

Grade: 1

Pupils receive excellent care and support. The site is very safe and the school is meticulous in keeping the necessary records for safeguarding pupils. There are excellent links with external agencies such as the education welfare service, and with other schools. A wide range of strategies are used to encourage parents to be involved with their children's education, such as opportunities to work alongside their younger children. Some parents expressed concern that they are no longer permitted to accompany older children into class at the start of the day, but the evidence supports the school's view that this encourages pupils' independence and enables a crisp start to the school day. The breakfast and after-school clubs make excellent provision for families requiring child care. Play is used to further develop children's skills in a relaxed, friendly environment.

The quality of academic guidance the pupils receive is exceptional. All understand how their targets enable them to improve their work and what they need to do to reach or exceed national

standards. Older pupils have interviews with their teachers to reinforce this guidance and the school is rightly planning to adopt this approach with younger pupils.

Leadership and management

Grade: 2

The headteacher sets a very clear direction for the school, and leaders and managers work well together for the common purpose of ensuring the pupils achieve as well as they possibly can. The setting and monitoring of targets at all levels is a particular strength. For example, the progress of current Year 6 pupils is regularly monitored to ensure that the statutory targets set for 2009 are met or exceeded. The school has a good understanding of its strengths and weaknesses and a range of approaches are used to rectify the latter. For example, a range of methods of organisation have been tried, with varying degrees of success, in order to manage the awkward annual admission number of 40, and the school is still striving to achieve the best solution. The governing body, led by the effective chair, works well to both support the staff and challenge them to do better. The school does a great deal to support community cohesion but the structures needed to monitor this effectively are not yet fully in place.

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Annex A

Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

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

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

Dear Pupils

Inspection of Indian Queens Community Primary School and Nursery, St Columb TR9 6QZ

We very much enjoyed talking to you and seeing your work when we visited your school recently. Thank you for making us so welcome. We especially enjoyed speaking to you because you are confident and friendly and express your views very clearly.

Yours is a good school. It is improving and a number of things about it are outstanding. We were especially impressed with your behaviour, and how you help each other and other people such as the school in Kenya. Other things we found out about your school are:

- You make good progress and pupils in Year 6 reach above average standards in English, mathematics and science tests. You also do well in subjects such as ICT, art and PE.
- Teaching is good because you are given challenging work that you find really interesting. We were especially impressed by the way you know how to achieve your targets by assessing your own and each other's work.
- You have a good understanding of how to keep healthy and safe.
- You greatly enjoy school, especially all the different activities on offer, which are excellent.
- Children get a really good start to their education in the nursery.
- You get excellent care from all the adults who look after you.
- All the staff and governors are working really hard to make the school even better.

We have asked the school to find even more ways to help you to improve your attendance and to make sure the high standards in Years 3 to 6 are achieved by pupils in Years 1 and 2.

Yours faithfully

Paul Sadler

Lead inspector