

Indian Queens Community Primary School

off Suncrest Estate, Indian Queens, St Columb, TR9 6QZ

Inspection dates 1–2 May 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils greatly enjoy school, readily give of their best and make excellent progress as they move through the school.
- Pupils reach above-average levels of attainment at the end of Year 6 each year. This reflects their continuing outstanding achievement.
- Outstanding teaching across the school ensures that all pupils achieve with equal success from their differing starting points.
- Teaching is very strong because staff diligently check pupils' understanding and skilfully set work at the right level to extend their skills.
- Teachers give clear advice to pupils about how to improve their work.
- The headteacher is an inspirational leader. She is extremely well supported by staff and governors in driving improvement.
- Staff organise a stimulating range of activities which contribute strongly to pupils' spiritual, moral, social and cultural development.
- Pupils feel valued and confident at school because they are treated equally and benefit from high-quality care. Consequently, they also feel very safe and behave extremely well.
- Staff strongly promote the pupils' excellent attitudes to learning that typically support their rapid progress.
- Provision in the Early Years Foundation Stage and for disabled pupils and those with special educational needs is a particular strength.

Information about this inspection

- The inspectors visited 20 lessons, mostly accompanied by the headteacher and assistant headteachers.
- The inspectors observed morning and lunch breaks, visited the before-school clubs and observed the school's May Day Garden Fair.
- A meeting was held with a representative group of pupils, and many other pupils were spoken to during lessons and breaktimes.
- Inspectors met with members of the governing body and the lead inspector met with a representative from the local authority.
- The inspectors held meetings with school staff, including senior leaders.
- The inspectors took account of 30 staff questionnaires.
- The views of parents and carers were gathered from 64 responses to the online questionnaire Parent View in planning and undertaking the inspection. The inspectors considered three letters from parents and spoke informally with a number of parents and carers as they brought children to school.
- Inspectors observed the school's work, and looked at a number of documents, including the school's own information on pupils' progress, planning and leaders' checks on the quality of teaching.
- The inspectors examined records relating to behaviour and attendance, and safeguarding policy, procedures and practice. The inspectors considered the school's sports premium action plan.

Inspection team

Alex Baxter, Lead inspector

Additional Inspector

Susan Smith

Additional Inspector

David Jones

Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school.
- Most pupils attending the school are of White British heritage.
- The proportion of disabled pupils and those with special educational needs who need extra help in school is broadly average.
- The proportion of pupils who need expert help from outside school or who have a statement of special educational needs is above average. This proportion varies significantly from year to year, and was substantially above average in Year 6 last year and is also high in Year 6 this year.
- There is a broadly average proportion of pupils supported by the pupil premium, which is additional funding for children in local authority care and those known to be eligible for free school meals.
- The children in the Early Years Foundation Stage are accommodated in a Nursery Class and in two Reception classes. Other pupils are taught within a range of single- and mixed-age classes.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Encourage pupils, when appropriate, to put into practice in subsequent pieces of work the points for improvement identified in teachers' marking.

Inspection judgements

The achievement of pupils

is outstanding

- The school has sustained high standards in national assessments at the end of Year 6 since the previous inspection. Across the school, more pupils than found nationally are meeting and exceeding expected levels of attainment, reflecting outstanding achievement.
- Children start school with skills that are typically below those normally expected for their age, especially in language and literacy. They make excellent progress in the Nursery and Reception class, especially in learning how to persevere at their work. This is because all staff combine high-quality teaching and support with lively practical activity to capture the children's interest and enthusiasm.
- Pupils continue to be challenged strongly by highly effective teaching and sustain excellent contributions to learning as they move through year groups. As a result, pupils maintain their outstanding progress. This is seen in the standards pupils reach in national assessments at the end of Years 2 and 6 and in the school's own checks of pupils' progress.
- The pupils' very neatly presented work in books and on display throughout the school further shows their continuing determination to learn well.
- Pupils develop speaking and listening skills very well and keenly respond to teachers' high expectations and challenging questioning. All pupils, especially those with most ability, use these skills enthusiastically to share ideas and extend their learning during discussions. As a result, for example, above-average proportions of pupils reach the higher Levels 5 and 6 in reading, writing and mathematics by the end of Year 6.
- Disabled pupils and those with special educational needs are extremely well supported by teachers and teaching assistants, in and out of classes. They are fully included in all aspects of school activity and, in relation to their starting points, make similarly outstanding progress as their fellow pupils.
- Other pupils receiving additional support also progress as well as their classmates. At the end of Year 6 in 2013, this group of pupils attained about half a term better than their peers in mathematics. Although their attainment was approximately two terms behind that of others in English, this reflected the high proportion of pupils with very complex language and other needs in this year group. Over time, though, their achievement in relation to their starting points was outstanding.

The quality of teaching

is outstanding

- Teaching is outstanding because it has promoted pupils' outstanding learning and progress over time. There are excellent relationships between pupils and staff.
- Teachers and teaching assistants manage pupils' behaviour very skilfully. They set high expectations and exciting tasks that inspire pupils. As a result, pupils sense that adults genuinely want them to do their best and develop excellent attitudes to learning. For example, pupils in Year 2 worked hard to live up to the teacher's expectations and significantly advanced their use of adjectives to improve their writing.
- Teachers have excellent subject knowledge and provide stimulating opportunities for the pupils to practise reading, writing and numeracy skills across other subjects. This is evident in the high quality of the work on display in all classrooms. This includes, for example, art work and descriptive writing about famous landmarks in cities such as Paris and London.
- Teachers and teaching assistants work extremely well in tandem to ensure that pupils receive the right amount of support and guidance to keep their learning moving forward.
- Teaching in the Nursery and Reception classes is exemplary because staff work closely as a team to develop the children's self-confidence through well-established routines. For example, adults make sure that high-quality learning continues through 'snack-time' by encouraging children to talk and appreciate each other's company.
- Pupils' learning is developed extremely well through the school by strong teaching that

challenges pupils to think carefully about their work.

- Teachers and teaching assistants are skilled at gauging pupils' understanding and developing new learning, for example through careful questioning. Staff then use the information gathered to identify pupils' needs at an early stage and to provide the right level of support. This ensures that all pupils, including disabled pupils, those who have special educational needs and others, receive additional support to enable them to achieve successfully.
- Adults consistently boost the pupils' confidence by valuing their ideas and, in response, pupils make excellent progress by learning with and from each other. For example, more-able pupils in Year 6 exchanged ideas productively to extend their understanding of the circumference of a circle.
- Teachers give high-quality guidance to the pupils both orally and when marking their work. A scrutiny of pupils' work in books and on display shows that pupils learn very well and complete their tasks very carefully.
- Pupils respond well to specific advice about what needs to be improved. For example, they are swift to put right misspellings of words and inaccurate calculations in mathematics. At times, some pupils do not learn from such corrections to put into practice the improvements in subsequent pieces of work so that their progress is even faster.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Pupils are eager to work and are particularly enthusiastic and keen to help each other to learn as well as they can.
- Pupils are polite and courteous at all times, especially in welcoming visitors to the school. Pupils talk with pride about the school and their work, and say that behaviour is very good.
- From a very early age pupils learn to help each other. Pupils tidy up industriously after activities, warmly share out fruit and drinks at snack times and, as 'Junior Road Safety Officers', work hard to keep each other safe.
- Staff are also proud of the way pupils so willingly undertake these roles. Staff and governors highlight the way pupils readily give of their best during learning activities in school and during sporting and other events out of school.
- Most parents and carers who expressed their views agreed that pupils behave very well.
- The pupils' excellent attitudes to learning are also clearly evident in the very neatly presented work in their books. The work on display in classes and around the school further illustrates pupils' determination to 'give of their best'.
- The school's work to keep pupils safe and secure is outstanding. This was clearly evident in the highly efficient and reassuring way that a fire evacuation was completed during the inspection. Parents and carers appreciate the very caring support provided by staff that ensures pupils are kept safe.
- Pupils are fully aware of what constitutes bullying and say that it is a rare event at this school. When questioned, pupils confidently stated that adults would act swiftly and effectively to provide help should the need arise.
- Pupils understand the different forms that bullying might take. For example, pupils know what is meant by cyber-bullying and racial abuse, and are clear about what to do to keep safe.
- Attendance is above average and further reflects the pupils' love of school and the very supportive partnership between the school and parents and carers.

The leadership and management are outstanding

- The headteacher provides exemplary leadership and gives leaders and managers at all levels the encouragement and freedom to play a full part in driving the school forward. She is very ably supported by all staff and by an extremely well-informed and effective governing body.
- By working closely together, leaders and managers have sustained high standards of pupils' achievement since the previous inspection.

- The headteacher has an unwavering and widely shared determination that all pupils should be treated equally and that discrimination should not be tolerated. As a result, all pupils across the breadth of needs are fully included and benefit from all the school has to offer.
- All staff strongly promote the pupils' spiritual, moral, social and cultural development across a wide range of stimulating experiences. For example, links with a school in Kenya widen the pupils' cultural awareness and understanding of global issues.
- The school provides a range of sporting clubs and has a particularly popular and vibrant football club. Checks on the plans for use of the new physical education funding show that more pupils are participating in a wider range of sports including cricket and rounders. Staff are also receiving extra coaching to develop their skills, including for example, in swimming. In addition, the school has placed orders for additional sports equipment to enhance pupils' health and fitness at break times. The school also has plans to measure the impact of this work.
- The headteacher, senior staff and governors carry out regular and accurate checks on the quality of the school's work. The information gathered is considered very carefully to ensure that they have a very accurate picture of the school's strengths and areas for development. As a result, teaching and pupils' progress in Key Stage 1, especially in reading, now match the continuing high quality of these aspects in other key stages.
- Leadership of the Early Years Foundation Stage and of the provision for disabled pupils and those with special educational needs and to safeguard pupils, is outstanding. Leaders are extremely well organised and keep meticulous records of how pupils are doing.
- Leaders ensure that additional funding is used very effectively to support eligible pupils. As a result, their achievement is consistently better than similar pupils nationally.
- Mutually shared high expectations of what pupils can and should achieve lie at the heart of robust procedures that underpin staff development. Staff training and teachers' movements up the salary scale are carefully considered on the basis of robust information about the quality of their teaching and its impact on pupils' learning.
- Parents and carers greatly value the way the school makes every effort to work closely with them and the local community. Parents and carers with older children also appreciate how well the school prepares their children to move on to the community college.
- The local authority not only provides appropriate minimal support for this outstanding school, but also uses the headteacher's expertise to assist other schools.
- **The governance of the school:**
 - The governing body is led extremely effectively and provides very strong governance of the school. The governors' frequent visits to the school to check its performance and their close consideration of the headteacher's detailed reports keep them very well informed. Governors also regularly examine information about pupils' progress and have an accurate knowledge of the quality of teaching and how underperformance has been tackled to sustain pupils' progress. They check carefully to make sure that additional funds are used at an early stage to close any gaps in pupils' previous learning, for example by providing extra adult help. In addition, governors question the headteacher closely about pupils' attainments and know well how pupils at this school perform when compared with schools nationally. The governors' careful deliberations also ensure that teachers' pay is linked to the progress of the pupils. Governors regularly check their skills and undertake regular training to secure their ability to play a full role in both supporting staff and holding them to account. By these means, for example, they diligently ensure that all statutory requirements, including safeguarding pupils, are fully met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	111894
Local authority	Cornwall
Inspection number	439541

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	324
Appropriate authority	The governing body
Chair	Jozseph Varga
Headteacher	Jane Scown
Date of previous school inspection	24–25 March 2009
Telephone number	01726 860540
Fax number	01726 860330
Email address	admin@indianqueens.cornwall.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 and 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 assesses 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 0300 123 4234, 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 information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

