

Mary Tavy and Brentor Community Primary School

Inspection report

Unique Reference Number	113264
Local Authority	Devon
Inspection number	378678
Inspection dates	9–10 November 2011
Reporting inspector	Laurie Lewin

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	78
Appropriate authority	The Governing Body
Chair	Tim Collingwood
Headteacher	Nicky Pratten
Date of previous school inspection	21 March 2007
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Introduction

This inspection was carried out by two additional inspectors, who observed teaching and learning in 12 lessons, taught by four different teachers. The inspectors met with pupils, staff, parents and carers and members of the governing body. The inspectors observed the school's work, and looked at school documentation including teachers' planning, assessment information and safeguarding policies; they also scrutinised samples of pupils' work. The inspectors analysed 53 questionnaires from parents and carers, 11 from staff and 14 from pupils.

The inspectors reviewed many aspects of the school's work and looked in detail at a number of key areas.

- Do enough of the school's pupils reach the higher levels in writing?
- Do staff and pupils make enough use of information and communication technology?
- Do the pupils have a voice in influencing school affairs?
- How well does the school promote community cohesion?

Information about the school

This is a small school. It serves the local area, but with some pupils coming from further afield. The overall proportion of pupils with special educational needs and/or disabilities is below average as is the proportion of pupils known to be eligible for free school meals. All of the pupils are White British. The school has three classes. One class is for children starting school in the Early Years Foundation Stage and pupils in Year 1. A second class is for pupils in Years 2, 3 and 4, and a third class is for pupils in Years 5 and 6. The school is accredited with the Healthy Schools award.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. Parents and carers are very pleased with the provision. Typical of the comments from them were, 'It has a great atmosphere, with fantastic staff and very well-behaved, very well-educated and happy children.'

Children have an excellent start in the Early Years Foundation Stage where strong provision helps them make outstanding progress. As a result of outstanding teaching throughout the rest of the school, pupils' achievement is very good and their attainment is significantly above average by the end of Year 6.

Staff and pupils get on extremely well together. All pupils are thoroughly encouraged and do their best. As a result, all groups of pupils, including those who are more able and those with special educational needs and/or disabilities, become highly confident and enthusiastic learners. Lessons are very well designed to draw on pupils' interests and challenge them at the same time. Excellent curriculum planning ensures that the most is made of all opportunities. Pupils' learning is strongly enhanced through links with other local schools, partner organisations and the local community.

As part of its work to gain the Healthy Schools award, the school ensures its pupils are healthy and fit and have an excellent knowledge about how to stay this way. All pupils have a strong voice in school affairs; for example, the pupils were largely responsible for designing the school garden. In addition, through their full involvement in organising charity fundraising and their participation in local village events, pupils make an outstanding impact on the community. Some good efforts have been made to establish links with communities further afield. However, there are insufficient chances for pupils to engage with people from other cultural backgrounds. The school has already prioritised this area for development.

Top-quality provision for care, guidance and support ensures that all pupils feel completely safe and very well looked after. They very much enjoy their time at school and their attendance is above average. Their behaviour is excellent. Pupils are very supportive of each other and very friendly. For example, older pupils show a very mature and sensible approach towards helping younger pupils. They show a very good level of moral and social awareness. Staff are rigorous in seeking all possible ways of supporting pupils with special educational needs and/or disabilities. As a result the individuals concerned make excellent progress.

The headteacher does an outstanding job. She sets high expectations for staff in

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terms of continually striving to provide the best possible quality of education for the pupils. She works hard with staff and governors to ensure that all aspects of school improvement planning move forward rapidly. As a result, teaching, pupils' achievement and school facilities have improved at a very good pace since the school's previous inspection. Staff work together as a very strong team. They are enthusiastic, fully committed and have a very good understanding about where the school is successful and areas that can be further improved. In particular, they have a very good understanding about how well individual pupils are progressing. They use this knowledge exceptionally well to ensure that all pupils reach their full potential. Excellent communication ensures that parents and carers are fully informed about and involved in supporting their children's learning. The governing body works very well. It monitors the school's performance very carefully. Governors are proactive in seeking ways to support staff as well as holding them to account. The governing body has established high-quality safeguarding procedures and ensures these are fully embedded in the day-to-day work of the school. Comprehensive and accurate self-evaluation, success in sustaining and enhancing high performance in recent years and clear plans to guide future improvement mean the school has an excellent capacity to move from strength to strength in the future.

What does the school need to do to improve further?

- By December 2012, ensure that pupils have a full range of opportunities to engage with and learn about the lives of people from cultural backgrounds different from their own.

Outcomes for individuals and groups of pupils

1

The excellent provision in the Early Years Foundation Stage ensures children progress very well and reach above average levels by the start of Year 1. In nearly all of the lessons observed across the school pupils made excellent progress. They are extremely well prepared for succeeding in the future. As they progress through the school pupils gain full confidence in articulating their ideas clearly. For example, Year 6 pupils spoken to showed a very mature approach to clearly explaining their work in a wide range of school projects. Many show sophisticated writing skills. By Year 6, pupils write detailed accounts using a wide range of vocabulary. They write imaginative and very well-constructed stories. Handwriting is very good and pupils often present their work in a very attractive way. In mathematics, pupils gain a wide array of skills across the school. In all classes they learn to use and apply these skills very well in practical and problem solving contexts. For example, older more-able pupils were seen working enthusiastically to construct their own symmetry puzzles on the computer and then giving these to a partner to solve. More-able pupils also successfully tackle areas of the Key Stage 3 curriculum in mathematics. There are strengths in the creative aspects of pupils' work. For example, very good music work was seen with pupils in Years 2, 3 and 4 learning to 'rap'. Pupils also sang very tunefully in assembly. Very good displays around the school show that pupils produce good quality two- and three-dimensional artworks. Pupils achieve a high

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standard in their reading and comprehension work. They develop confidence and become enthusiastic readers due to the firm grasp of letter sounds and knowledge of vocabulary that they acquire as they progress through the school.

Pupils are extremely polite and sensible. They conscientiously carry out responsibilities such as being lunchtime and assembly monitors. Pupils’ safety awareness is heightened through the excellent chances they are given in projects. For example, they gained a very good insight into the risks of different ways of travelling to school when developing a whole school Travel Plan. Pupils are very confident to approach an adult should they have any worries. They reflect deeply in assemblies and in their lessons about significant world issues. Through the school’s strong family atmosphere, pupils learn to look after each other and acquire very good moral and social awareness. However, because they do not have much chance to engage with people from other cultural backgrounds, pupils’ knowledge and understanding about how such people live their lives is limited.

These are the grades for pupils’ outcomes

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

How effective is the provision?

Teachers use a very good range of ideas to accelerate pupils’ learning. For example, interactive whiteboard displays are used well to enhance explanations, and computers are used well to enrich pupils’ methods of working. Pupils have lots of chances to discuss their ideas and expand their understanding. For example, in one writing lesson for pupils in Years 2, 3 and 4, the teacher set up excellent partner discussion opportunities. As a result, all pupils, including those with special

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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educational needs and/or disabilities, intensively discussed their story ideas and made very rapid progress in widening the vocabulary and range of ideas they used.

Teachers make the best possible use of assessment information to inform their lesson planning. As a result, all groups in all classes are given tasks that interest and challenge them at precisely the right level. Teachers have high expectations for what pupils will achieve. This means that in all lessons pupils work with full motivation to achieve their best. Very good opportunities are given to pupils to assess the quality of their own work. This, and the very precise targets given to them, mean that pupils know exactly what is required to improve their work.

Teachers and teaching assistants work very well together. They ensure, through high-quality group work and one-to-one support, that all groups of pupils and individuals are given the help required to accelerate their progress. Pupils with special educational needs and/or disabilities have very detailed and precise individual education plans. They are carefully monitored and the support provided ensures they make rapid progress. Teachers’ marking of pupils’ work is thorough and gives individuals clear advice about how to improve. The school has established innovative curriculum planning, with very well-thought-out topic themes which ensure strong links are made between subjects to maximise learning. Mathematical and writing opportunities are fully embedded in all areas of work. For example, much mathematical work was included in the Greek topic work undertaken by older pupils. The curriculum is extensively enriched through a wide range of trips, visitors and extra-curricular activities.

Staff have a very full understanding of pupils’ pastoral needs and cater for these sensitively. They are extremely vigilant in ensuring pupils are kept safe. All parents and carers felt this to be the case. The school makes full use of a wide range of external expertise, where required, to support pupils’ needs. Very good-quality advice and guidance are given to all pupils and, where needed, their parents and carers.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account:	
The use of assessment to support learning	1
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 headteacher is very successful in creating an atmosphere in which all staff work enthusiastically, with a strong sense of purpose, and maintain high expectations for the pupils’ personal and academic success. Very robust systems are in place to

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monitor and evaluate the quality of provision. As a result, the school has a very detailed and clear development plan. Staff are fully involved in all school self-evaluation and development planning. Subject coordinators carry out their roles very well. They gather precise information to show how pupils are progressing. They use this information about pupils’ progress well to target support and are alert in spotting any individual who may be slipping behind. This approach ensures that all pupils have the chances they need to become successful and that no discrimination occurs. Since its last inspection, the school has made significant upgrades to its buildings to ensure that the fullest possible use is made of all available space. In addition, very good improvements have been made to ensure that children in the Early Years Foundation Stage have all the facilities they require both indoors and outdoors.

Staff and the governing body work very well together. They work hard to maintain excellent relationships with parents and carers. Through, for example, regular newsletters, close liaison at arrival and departure times and very well organised meetings, parents are kept fully informed about the work of the school. They are encouraged to be as involved as possible. Parents and carers feel fully confident to approach staff to talk about any aspects of their children’s progress. The fullest possible use is made of all partner organisations to boost the work of the school. For example, the school benefits greatly from its links with sports organisations and other local schools to boost opportunities for pupils.

The governing body is very well organised and has a full knowledge of how well the school is performing. Governors are very proactive in supporting further development. For example, their recent work to survey the views of parents and carers and pupils made a significant contribution towards improving the school lunch provision. The governing body ensures that excellent provision for safeguarding is underpinned by full risk assessments and health and safety checks. It ensures that the site is fully secure and that full training is provided for staff and its own members. The school leads the way by inviting other schools locally to attend the safeguarding training sessions it provides for staff. The school has good plans to promote community cohesion and continually evaluates the impact of these to see where further improvements can be made. The school has rightly identified that not enough is currently being done to link with people from other cultural backgrounds.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school’s engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1

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The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

This is an area which has improved very significantly since the school was last inspected. Strong provision and excellent liaison with parents and carers have been established. Through very well-organised arrangements for pre-school children to visit across the year, home visits, meetings with parents and carers and the provision of a welcome pack, the school ensures that induction of children is a seamless affair. The provision is set up to provide attractive and lively activity areas for the children. The excellent curriculum provision ensures that children are provided with a rich range of interesting activities. All activities are laid out very well, both inside the classroom and in the outside area. The work and play activities successfully engage the children and inspire an enthusiastic approach to learning. The children benefit greatly from working alongside and with the Year 1 pupils. For example, they follow the very good habits of Year 1 pupils in settling to work with reading tasks and practice.

The classroom has easy access to a very well-set-up outdoor area where children work and play happily and safely. Teaching is very skilfully planned to ensure children have lots of chances to carry out role play and structured play activities. Children respond well to the opportunities provided and work very imaginatively and creatively together. Children have a very wide range of opportunities to explore and investigate individually and to work closely with other children or with adult guidance. For example, in one session seen, children worked very well with computer activities and painting activities while others worked with direct adult support to guide their learning. Children support each other very well and enjoy all activities. The very strong teaching provided by the teachers and the teaching assistant enables children to become confident learners who progress rapidly in acquiring the basic skills they need. Children do very well in their reading, gaining a good command of letter sounds, basic spelling and learning to work with numbers. Staff manage the children extremely well and the behaviour of all individuals is excellent. Staff very carefully observe, monitor and record how well the children progress. The learning journey booklets they produce are a particularly useful means of recording children’s achievements. Staff use assessment information very well to inform planning so that tasks match children’s needs precisely. The Early Years Foundation Stage is extremely well led and managed and runs smoothly and efficiently. The coordinator has a very clear idea about areas that are working well and areas that could be further improved.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The level of response by parents and carers returning the questionnaires was above average. All the parents and carers indicated they are happy with the provision and the work of the staff. In addition to the evidence of the questionnaires, all of the parents and carers spoken to had a high regard for the school. Very few parents and carers had any negative views about the school.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mary Tavy and Brentor Community 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 inspectors received 53 completed questionnaires by the end of the on-site inspection. In total, there are 78 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	70	14	26	0	0	0	0
The school keeps my child safe	37	70	16	30	0	0	0	0
The school informs me about my child’s progress	40	75	11	21	1	2	0	0
My child is making enough progress at this school	37	70	14	26	1	2	0	0
The teaching is good at this school	35	66	16	30	0	0	0	0
The school helps me to support my child’s learning	33	62	18	34	1	2	0	0
The school helps my child to have a healthy lifestyle	31	58	22	42	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)	24	45	25	47	0	0	0	0
The school meets my child’s particular needs	32	60	17	32	2	4	0	0
The school deals effectively with unacceptable behaviour	19	36	31	58	3	6	0	0
The school takes account of my suggestions and concerns	19	36	26	49	2	4	1	2
The school is led and managed effectively	26	49	24	45	1	2	0	0
Overall, I am happy with my child’s experience at this school	36	68	16	30	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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



11 November 2011

Dear Pupils

Inspection of Mary Tavy and Brentor Community Primary School, Tavistock PL19 9PR

Thank you for making us feel welcome at your school. We have judged that yours is an outstanding school. Through talking to you, we know that there are many things that you like about your school.

Here are some of the things that we found.

- You make an excellent start to school in the Early Years Foundation Stage.
- We can see that you enjoy school a great deal and that excellent curriculum planning ensures that you get lots of interesting activities.
- You are very fit and healthy and know a lot about how to stay this way.
- Excellent teaching helps you to make outstanding progress and your teachers work hard to make your lessons interesting and fun.
- Your behaviour is outstanding and you thoroughly enjoy your time in school.
- You all have an excellent understanding about how to stay safe. The adults in the school do a top quality job of taking care of you.
- The headteacher, staff and governing body have worked very well to improve your school and they work very hard to make sure it keeps improving.

This is what we have asked the school to do now.

- Give you more chances to link with people from backgrounds that are different from your own so that you can learn more about how people from different cultures live their lives.

All of you can play an important part in helping the school to improve by continuing to work hard in all lessons.

Yours sincerely

Laurie Lewin
Lead inspector

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