

St Tudy Church of England Voluntary Aided Primary School

Inspection report

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|--------------------------------|------------------|
| Unique reference number | 112019 |
| Local authority | Cornwall |
| Inspection number | 378404 |
| Inspection dates | 26–27 April 2012 |
| Lead inspector | Stephen Dennett |

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 | Sarah Northcott |
| Headteacher | Karen Holmes |
| Date of previous school inspection | 20 May 2008 |
| School address | St Tudy Bodmin PL30 3NH |
| Telephone number | 01208 850548 |
| Fax number | 01208 850548 |
| Email address | secretary@st-tudy.cornwall.sch.uk |

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Introduction

Inspection team

Stephen Dennett

Additional inspector

This inspection was carried out with two days' notice. The inspector visited eight lessons and parts of other lessons, and observed three teachers. He held meetings with members of the governing body, staff and groups of pupils. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at policies, pupils' books, safeguarding records and evidence of the monitoring of teaching and learning. The inspector examined 41 questionnaires from parents and carers, 39 from pupils in Key Stage 2 and 12 from staff.

Information about the school

St Tudy is a much smaller than average-sized voluntary aided primary school. The school occupies the original nineteenth century building, which has neither a hall nor outside playground and pupils have to travel a short distance to the village playing field for playtimes and outdoor activities.

Nearly all pupils are of White British heritage and the proportion from minority ethnic heritage is well below average. All of these are of eastern European origin. The percentage of pupils who speak English as an additional language is well below average. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion of disabled pupils and those with special educational needs, including those supported at School Action Plus and with statements of special educational needs for complex physical and learning disabilities, is well above average. The proportion of girls at the school is well below average.

Since the last inspection in May 2008 the school has been federated with a neighbouring primary school and shares the same headteacher. The school has achieved the Eco-Schools Award (Silver), ActiveMark, a Healthy Schools Award and the Investors in People Award. The school meets the current floor standard, which sets the minimum government expectations for pupils' attainment and progress.

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 | 2 |
| Achievement of pupils | 2 |
| Quality of teaching | 2 |
| Behaviour and safety of pupils | 2 |
| Leadership and management | 2 |

Key findings

- This is a good school. Nearly all pupils are making good progress in relation to their starting points and capabilities; teaching is effective and pupils' behaviour is almost always good. Overall effectiveness is not outstanding because aspects of writing, namely spelling and handwriting, are not as good as other aspects of pupils' English work. Curricular provision is constrained by the nature of the building, limiting practical activities and, for the children in Reception, ready access to an outdoor learning area. There is also some disruption in the central learning area caused by pupils and staff passing through during lessons.
- Pupils' achievement is good. Groups of pupils make good progress because their individual needs are met effectively. The school has successfully narrowed most of the gaps in achievement between different groups. At the end of Year 6, the attainment of pupils with no special educational needs (the minority in this year group) is above average in all subjects.
- Teaching is good. Teachers plan challenging activities suitably tailored to nearly all pupils' ability levels. Assessment is used effectively to track pupils' progress and to identify targets for improvement.
- Behaviour and safety are good. Pupils have positive attitudes to learning and all say they enjoy school very much. Attendance is broadly average and has improved considerably over the last year. The incidence of persistent non-attendance has also been reduced considerably and is now broadly average.
- Senior leaders provide robust and clear leadership for the school, which is resolutely focused on raising standards. As a result, the school has moved forward since the last inspection. Rigorous monitoring of teaching and effective performance management by senior managers have led to improvements in the quality of teaching. This, in turn, is resulting in pupils' accelerating progress and rising standards. The federation of the two schools has been mutually beneficial and has had a major positive effect on the quality of teachers' professional

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development and resources.

What does the school need to do to improve further?

- Improve standards in writing throughout the school by giving greater attention to accuracy in spelling and consistency in handwriting.
- Improve the impact of the curriculum by investigating ways in which accommodation can better provide:
 - more opportunities for pupils to engage in practical activities
 - increased access to an outdoor learning area for children in the Early Years Foundation Stage
 - a reduction in the disruption caused by pupils and staff moving through the central learning space.

Main report

Achievement of pupils

Key characteristics of the school are the small numbers of pupils in each year group and the high proportion of disabled pupils and those with special educational needs. In some year groups, such as the current Year 6, the majority of pupils have some form of special educational need. There are also far more boys than girls in some year groups. The proportion of disabled pupils and those with special educational needs has increased significantly in recent years, resulting in a downward trend in attainment by the end of Year 6. However, pupils who do not have any special educational needs achieve standards that are above average in reading, writing and mathematics and almost all pupils make good progress over time in relation to their starting points and capabilities.

Children's skills on entry to Reception are typically below expectations for their age, especially in communication, language and literacy. Attainment in reading, writing and mathematics, for both boys and girls, is broadly average at the end of Year 2. Pupils known to be eligible for free school meals do as well as their peers. Although the performance of boys was previously below that of girls, this gap has now been narrowed considerably and boys are making better progress overall. More-able pupils make good progress at both key stages. The very small number of pupils who speak English as an additional language also make good progress.

Progress in almost all lessons observed was at least good. Pupils enjoy learning and teachers plan work that they find motivating. Levels of concentration are usually good, leading to accelerated learning. This was particularly true in a good literacy lesson in Class 3 (Years 5 and 6), where pupils demonstrated a secure grasp of what constituted a persuasive argument. They demonstrated good speaking skills when marshalling their arguments. Most older pupils read fluently and with good

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expression, while younger pupils make good use of their phonic skills (letters and the sounds they make) to tackle unfamiliar words. Although pupils' vocabulary, grammar and punctuation when writing are good, standards of spelling are more variable, with some pupils spelling the same word different ways in the same piece of writing. Standards of handwriting are also inconsistent, with many older pupils reverting to printing after having previously mastered cursive handwriting. Nearly all pupils are making good progress in mathematics and by the end of Key Stage 2 many pupils have good numeracy skills.

Children in the Early Years Foundation Stage settle quickly into school life and make good progress in all areas of learning, generally reaching typical expectations by the time they enter Year 1. Children talk about how they are going to build a new school when playing at being 'construction engineers'. However, children's opportunities for outdoor activities are limited, as the school has no playground. Some compensation is provided by worthwhile activities planned on the nearby village playing field, but these have to be strictly supervised and there are few opportunities for children to select what they do outside.

Almost all parents and carers responding to the questionnaire feel that the school meets their children's needs, enabling them to make good progress, and that it helps them to support their children's learning well. Inspection findings support these positive views.

Quality of teaching

The work planned by nearly all teachers makes good use of assessment information to ensure it is appropriately challenging for most pupils. Clear links are made between different areas of the curriculum as part of topics. In most lessons, pupils are clear about what they are meant to learn and the small steps by which they can measure their own progress. This is assisted by teachers' good marking, with helpful comments on how pupils could improve their work. Teachers plan interesting activities that successfully motivate pupils, and they are encouraged to take pride in all of their work. Teachers and teaching assistants work together effectively to support all pupils, but especially disabled pupils and those with special educational needs. There is particularly good support of pupils with speech and language difficulties from a specialist teacher. Pupils with dyslexia are also given good specialist support which results in them making good progress in reading and writing. Teachers use a good range of teaching methods and make effective use of interactive whiteboards to engage pupils in learning. In a successful literacy lesson, pupils in Class 2 (Years 2, 3 and 4) made good progress in writing paragraphs about Jack and the Beanstalk because effective teaching led to high levels of concentration and pupils being encouraged to use their good independent learning skills.

The school has planned a creative curriculum that provides good opportunities for the pupils to apply their basic literacy and mathematical skills in other subject areas. However, teachers are aware that more attention should be given to improving spelling and handwriting. Every effort is made to use the limited school buildings as

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effectively as possible, although some aspects are inevitably restricted, such as practical activities. Teachers promote pupils' personal development well through the effective use of discussion to get them to reflect on their own and others' opinions. Through teachers' high expectations, most pupils have a good appreciation of right and wrong, and how to behave appropriately with other children and adults. Pupils have a good grasp of environmental issues as part of the Eco-Schools Award scheme and work enthusiastically on the school allotment. Their cultural awareness is good as a result of a teacher's involvement with a school in Switzerland and studies of different religions.

An overwhelming majority of parents and carers feel that their children are taught well and are prepared for the next stage of their education. Inspection findings fully support this view. One parent said, 'I think the teachers have done everything they could to help my child, despite his many limitations.'

Behaviour and safety of pupils

Good behaviour is a strong feature of the school. Pupils' enjoyment of school is demonstrated by improved attendance and positive attitudes to learning. Pupils throughout the school are very welcoming and interested in visitors. The way they behave in lessons and around school is usually at least good. However, there is some disruption from pupils and staff moving through the middle classroom, as it is the only way to access other areas of the school. Most pupils show consideration for others and work and play together harmoniously. School records indicate that there have been virtually no incidents of any kind of bullying or racism in the last two years. Nearly all pupils agree that bullying only happens very rarely, is seldom serious, and is dealt with promptly and effectively by the adults in school. Pupils have a clear awareness of the different forms of bullying, including prejudice-based bullying and physical harassment. They are confident that they feel very safe at school and have a good awareness of possible dangerous situations. The school has ensured that pupils are well aware of safe and appropriate use of the internet and how to avoid cyber-bullying.

Most pupils, parents and carers agree that behaviour is good overall and bullying is handled effectively. All the parents and carers are happy that their children feel safe at school. Inspection findings confirm these views.

Leadership and management

The headteacher has a clear vision that is shared by other senior managers, the governing body and all staff. The quality of teaching has improved since the last inspection because of focused professional development, which has resulted in teachers raising their expectations of pupils. The federation process has been completed successfully and the school has benefited greatly. There is a regular interchange of expertise and training, which has improved provision at both schools. The joint governing body has a clear view of the school's strengths and areas for improvement because its members are actively involved and rigorously challenge the

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school. Most of the areas for improvement from the last inspection have been tackled successfully, especially the effective use of marking and target setting to increase pupils' understanding of what they need to do to improve. The school's self-evaluation is clearly focused on the correct priorities and stems from an effective programme of monitoring and analysis. Consequently, the school has the capacity for sustained improvement.

The curriculum is good because it meets the needs of pupils well and plays a major part in engaging them in learning. It has been effectively reviewed to create opportunities for more links across all subject areas. The curriculum also provides a good platform for promoting pupils' spiritual, moral, social and cultural development, especially through the focus on developing their thinking and language skills.

The school is successful in promoting equality of opportunity and tackling discrimination. It has systems for identifying groups and individuals who need additional support and has proved successful in providing appropriate strategies to accelerate their learning. Safeguarding procedures meet statutory requirements.

Nearly all parents and carers who responded to the questionnaire say that the school keeps them well informed and responds well to any concerns raised.

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 | 54 | 42 | 2 | 2 |
| Primary schools | 14 | 49 | 32 | 6 |
| Secondary schools | 20 | 39 | 34 | 7 |
| Special schools | 33 | 45 | 20 | 3 |
| Pupil referral units | 9 | 55 | 28 | 8 |
| All schools | 16 | 47 | 31 | 6 |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning and development taking account of their attainment. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Attendance: | the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance. |
| Behaviour: | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school. |
| Capacity to improve: | the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Floor standards: | the national minimum expectation of attainment and progression measures. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the governors and 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: | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. |
| 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. |
| Safety: | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning. |

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.



30 April 2012

Dear Pupils

**Inspection of St Tudy Church of England Voluntary Aided Primary School,
St Tudy, Bodmin, PL30 3NH**

Thank you for welcoming me on our recent visit. This letter is to tell you what I found out. Thank you for talking to me about your work, filling in the questionnaires and telling me what it is like to be a pupil at your school. I found that your school is good and has improved over the last few years. You are taught well and you make good progress in reading, writing and mathematics. Teaching is good and your teachers provide you with interesting lessons, which you all said you enjoy. The adults help you to grow up well, to learn how to keep safe and to care for each other. Those of you who find learning difficult sometimes are supported well and say you think you are now doing well.

Your teachers and the school's governing body all want to make your school even better. I know that you have worked hard at improving your writing and certainly many of the stories I read were very well written. However, I have asked your teachers to help you improve your spelling and handwriting, as you are still making some spelling mistakes and your handwriting is not always neat. You can help by always checking your spelling and working hard on producing good handwriting. Another thing I noticed was that children in Reception do not have an outside area they can get to easily. Also, you do not have much space to do practical activities, and people walking though sometimes disrupt lessons in the middle classroom. I have asked your teachers to think about how the building can be improved to provide better facilities for you.

For all of you, the important things are to carry on working hard, making your contribution to school life, and to continue growing into caring and responsible young people. You have my best wishes for the future.

Yours sincerely

Stephen Dennett
Lead inspector

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