

# Inspection of Mary Tavy and Brentor Community Primary School

Mary Tavy, Tavistock, Devon PL19 9PR

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Inspection dates: 29 and 30 November 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since November 2011.

## **What is it like to attend this school?**

Mary Tavy and Brentor Community Primary School is an inspirational school where pupils flourish. The school is highly ambitious for all pupils. Pupils achieve extremely well across the curriculum. Precise and highly effective additional support for pupils with special educational needs and/or disabilities (SEND) means they reach their full potential.

Pupils' behaviour is exemplary. The school has created a culture where pupils understand how to learn. They know the value of perseverance, aspiration, respect and collaboration. These attributes begin to grow the moment children join the Reception Year. Pupils care for one another. The school's expectations of what pupils can achieve are extremely high. Pupils live up to these expectations each day. The school is preparing pupils to be resilient and independent learners.

The school listens to the views of pupils. Pupils proudly take on responsibilities, such as subject ambassadors or members of the school council. School councillors are elected by pupils. They put forward pupils' views on how to improve the school.

Parents and carers are overwhelmingly positive about the education their children receive. Many commented about how the leaders and staff constantly go above and beyond.

## **What does the school do well and what does it need to do better?**

The school has designed a meticulous and well-sequenced curriculum that meets the needs of pupils extremely well. Across all subjects, and in the early years, the school has identified the essential knowledge and skills that pupils should learn. Subject content is carefully broken down into small steps. Lessons include regular opportunities for pupils to recap their learning. The school helps pupils to make strong connections between the curriculum's essential knowledge and skills. For example, in geography pupils use what they have learned before about the continents when locating places on a world map.

Reading is a very high priority in the school. The school is determined that every pupil will learn to read well. There is a well-embedded programme for teaching phonics. Adults deliver the programme effectively from the early years upwards. Children learn to read as soon as they start school. Their reading books and writing activities match the sounds they learn. Additional support is quickly put in place to ensure pupils keep up with the phonics programme and practise their reading. This means that no child is left behind.

Adults read regularly to pupils. The school ensures that they study a broad range of high-quality texts, including stories from different cultures. Pupils value these reading sessions and have fond memories of books they have read together. Older pupils also read books that spark their curiosity and imagination. Pupils' confidence

in reading supports their writing development well. As a result, pupils are superbly prepared for the next stage of their education.

The school makes regular checks to identify gaps in pupils' knowledge and to reinforce pupils' recall of key facts. Teachers plan appropriate learning activities to ensure pupils remember important curriculum content. Pupils learn new knowledge successfully. Staff identify the needs of pupils with SEND accurately and plan well-thought-through adaptations for those that need them.

The school's programme for personal development is exceptional. Pupils learn how to explore and express their feelings well. They know what healthy relationships are and care for their own and others' mental and physical well-being. Pupils know how to stay safe online, as well as the importance of keeping safe in the local area. For example, the school teaches pupils about local issues, such as farm safety. Pupils can explain different faiths and cultures, such as Buddhism, Judaism and Sikhism. Pupils are reflective and show a deep understanding of diversity. There is a strong culture of inclusion, where difference is celebrated.

Pupils get a rich diet of experiences, including residential visits, supporting the local community, performing in concerts or taking part in a variety of sporting events. Children from Reception upwards explore the natural world and learn about the changing seasons in the forest setting and outdoor classroom. The school nurtures pupils' talents and interests. Pupils enjoy a wide range of clubs during and after school, such as handbell ringing and computer coding. Many clubs are run by pupil subject ambassadors.

Governors have a clear vision for the school. They rigorously ensure the school provides a high-quality education for all pupils regardless of their starting points. Staff appreciate the steps that the school takes to support their well-being and workload. Staff are proud to work at the school.

Relationships between staff, pupils and parents are extremely positive. Together, the adults are united in their drive and ambition to nurture pupils to be ready for the next stage of their education.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	113264
<b>Local authority</b>	Devon
<b>Inspection number</b>	10288132
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	74
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	David Pestrige
<b>Headteacher</b>	Clare Davies
<b>Website</b>	<a href="http://www.marytavyandbrentorpri.co.uk">www.marytavyandbrentorpri.co.uk</a>
<b>Date of previous inspection</b>	9 and 10 November 2011, under section 5 of the Education Act 2005

## Information about this school

- Mary Tavy and Brentor is a smaller-than-average primary school.
- The headteacher joined the school in September 2021.
- The school does not make use of any alternative provision.
- The governing body operates a breakfast club and after-school provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, who is also the special educational needs coordinator, the designated safeguarding leads, members of staff, a representative from the local authority, and the chair and members of the governing body.
- Inspectors carried out deep dives in early reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited samples of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the responses to Ofsted's online survey, Parent View, including the free-text comments, and the staff surveys.

### **Inspection team**

Gavin Summerfield, lead inspector

His Majesty's Inspector

Craig Hayes

Ofsted Inspector

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