

Antony Church of England School

Inspection report

Unique Reference Number	112022
Local Authority	Cornwall
Inspection number	289151
Inspection date	21 March 2007
Reporting inspector	Margaret Hulme

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 on roll	
School	110
Appropriate authority	The governing body
Chair	Shona Wiseman
Headteacher	Jennifer Cooke
Date of previous school inspection	7 October 2002
School address	Antony Torpoint PL11 3AD
Telephone number	01752 812555
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This smaller than average primary school admits up to 16 children at Reception which can rise to 17 from Year 3 onwards. It is oversubscribed. About 50% of children come from outside the immediate area. There is a very wide social mix of families and the intake is somewhat different since the last inspection because the school now takes children from some areas of social and economic disadvantage. The school also has a reasonably high turnover of children from service families. All children are of White British heritage. Children are taught in four mixed-age classes. The proportion of children with learning difficulties and disabilities (LDD), including those who have a statement of special educational need, is just below average but numbers are increasing and in some classes are higher than others. The headteacher is soon to retire so the school is preparing for her replacement.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This good school understands that children's personal development and well-being are the key to their success. It is doing well because leadership and management are good. Good teamwork enables staff to deal effectively with areas identified for improvement.

Children achieve well from a broadly average starting point because teaching is good and the leadership keeps a vigilant eye on progress, stepping in to ensure that individual needs are met and supported. Consequently, all groups of children make good progress. Standards in Year 2 are above average. Currently, Year 6 standards are similar to the national average. These children have achieved well given the lower than average starting points of a high proportion of the year group. However, those who join the school towards the end of Year 5 or 6 may have too little time to catch up despite the school's efforts. Children's personal development and well-being are outstanding. Behaviour is exemplary. Children enjoy school a lot, as seen in their very positive attitudes and regular attendance. As they grow older they gain an excellent understanding of the importance of healthy lifestyles, know how to stay safe and are exceptionally well involved in the community.

The good teaching and good curriculum inspire and enthuse children. Teachers create a stimulating place for children to learn and plan activities that maintain their interest. There are examples of very informative marking, but this is variable. Some comments, although supportive and encouraging, do not show pupils clearly enough how to improve their work. The outstanding provision for the Foundation Stage captivates children's interest and engages them successfully in learning. As a result, they achieve well and some start National Curriculum work early.

Good care, guidance and support stem from effective contributions from staff. Academic guidance for children is sufficiently strong to ensure they make good progress. The school knows there are some things it can do better and plans further development of its tracking systems to ensure children have a better understanding of their progress and can take part in self-assessment.

Parents are overwhelmingly supportive of the school. A parent's fitting comment encapsulates the school's work. She said, 'Staff and governors see each child as an individual and offer a caring and inspiring learning environment'.

What the school should do to improve further

- Extend the systems to track children's progress so they have a better understanding of how well they are doing and can confidently take part in self-assessment of their work.
- Ensure consistency in marking so that children are crystal clear about what they have to do to improve their work.

Achievement and standards

Grade: 2

Children achieve well because teaching is good and the leadership keeps a watchful eye on progress, ensuring that individual needs are met and supported. Consequently, all children make good progress. Most children start school with broadly average skills for their age and most reach expected standards when they start Year 1. They make particularly good gains in personal development and in communication, language and literacy. A significant proportion exceeds the expected standards for their age. This good progress continues and by Year 2,

standards are significantly higher than the national average. Although standards were above average in Year 6 for the previous three years, the most recent test results were average because more children than usual had learning difficulties (41%). A few children who joined the school just before the tests did not have enough time to catch up despite the best efforts of the staff.

Pupils with learning difficulties make the same good progress as their classmates because they are very well supported and there is specialist teaching to assist them.

Personal development and well-being

Grade: 1

This continues to be a strong feature of the school. A very caring ethos is the foundation for children's outstanding personal development and well-being, including their spiritual, moral, social and cultural development. They develop the skills and competencies that equip them to work together in future, such as making decisions, collaborating, negotiating and cooperating well with each other. They have a growing understanding of their rights and responsibilities and enjoy contributing to school development through the school council. Children said, 'Adults take notice of what we say and don't laugh at our suggestions because we want to make things better'.

The good attendance shows how much children love their school, which tries hard to reduce the number of families taking holidays in term time. Children have considerable confidence in the adults who work with them and say that they feel safe and secure.

Involvement in the Comenius project helps pupils to focus on recycling aspects or organise theme weeks about safety as part of their contribution to the community. Children's good literacy, mathematical and information and communication technology (ICT) skills prepare them well for future life.

Quality of provision

Teaching and learning

Grade: 2

The good teaching enables children to achieve well and make good progress. In some classrooms, cramped conditions present challenges for teachers and pupils. Nevertheless, every class provides a stimulating place for children to learn. Attractive and informative displays generate interest and children's work illustrates the good efforts they make. In all classes, adults have established excellent relationships with children which motivate them to try hard and do their best. Pupils settle quickly into independent tasks. Teachers plan successfully for mixed-age classes and tasks are well matched to each child's capability. Pupils benefit greatly from the additional challenge provided by subject specialists in science, music and French, enabling children to benefit from challenging work, which they say they enjoy. In particular, specialist teaching for those with learning difficulties is having a very positive impact on their achievement and standards, particularly in writing. This works so well that a few no longer need support. Teaching assistants make a significant contribution to children's learning. Their encouragement helps children gain confidence and achieve success. Work is marked thoroughly but comments in books, though supportive and encouraging, do not always make clear how pupils can improve their work.

Curriculum and other activities

Grade: 2

The good curriculum has great flexibility because it uses teachers' subject expertise effectively to meet the needs of all children. Provision in the Reception class is outstanding. Indoors and outside, the purposeful play and practical activities enable children to make good and sometimes very good progress. Good provision for literacy, mathematics and ICT prepares children effectively for future life. Children are extending their computer skills and make effective use of the interactive whiteboards. Enrichment experiences, such as a creative science beach day, are wide ranging. Many clubs promote physical activity and pupils show real enthusiasm for representing the school in team sports. Other interests are extended through such activities as computer club and caring for the Eco garden. Most pupils say they love activities that give them practical experiences.

Care, guidance and support

Grade: 2

Good care, guidance and support are having a positive impact on children's personal development and achievement. Pastoral care is excellent because there is a high level of commitment from staff, which parents describe as 'impressive and reassuring'. Safeguarding procedures are robust. Older children watch out for younger ones, drawing attention to any unsafe action during playtimes. All children are well supported. Identification of learning difficulties, together with good support from external agencies, ensures that the school intervenes effectively to help those children with the greatest needs. More opportunities now exist to extend learning for more-capable children, such as the Primary Mathematics Challenge. Parents are keen to help their children at home and receive good support and information from teachers. They are able to look at their children's work every week. 'I was particularly impressed with the level of feedback from staff on our son's progress' is typical of parents' comments.

Academic guidance ensures children make good progress. Assessment is good and the considerable information gathered contributes effectively to target setting. Tracking systems have begun and in some subjects, such as literacy, are working well but the school recognises that this aspect of its work now requires further development. Children's self-evaluation of their work is in its infancy.

Leadership and management

Grade: 2

The dedicated headteacher leads the staff team very successfully and responds effectively to children's needs. Her class teaching commitment limits the time available for leadership tasks. Nevertheless, supported by the deputy headteacher, she provides good direction for the school's work. Leadership is successfully focused on raising standards and promoting children's personal development. All staff have the same aspirations for the children. Effective self-evaluation means the school knows its strengths and weaknesses well. Its good track record of making improvements indicates it has good capacity to improve. Extensive work over many years has improved facilities for the children and made their learning more enjoyable. Great determination to overcome any barriers to achievement is seen in the good progress made by children. Governors challenge and support the school effectively. They check on progress by visiting classes, watching teachers at work, and talking to children. The school improvement plan is a

succinct document that identifies school priorities accurately but does not include enough detail to show how these will be tackled. The school is planning to adopt a new system because it recognises the current plan needs some improvement.

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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	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 the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 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.

Annex A

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	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	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**

Thank you for the very warm welcome you gave us when we inspected your school. I told some of you that I would write to you to tell you what we found. You are very lucky to go to such a good school and most of your parents agree. Here are just a few of the things we really liked about it:

- There is good leadership from the headteacher, who is always trying to make your school as good as possible.
- Teaching is good and you have interesting lessons. We liked the way the curriculum is organised so that you are taught by several teachers who know a lot about their subjects and can give you lots of help.
- You work very hard and make good progress. I remember you told me that you like almost everything you do.
- Your personal development is excellent because all the adults look after you exceptionally well. You already know a lot about how to keep fit and healthy. You make an excellent contribution to the community because you so enjoy the responsibilities and have a lot of respect for other people.
- Most of you behave exceptionally well and listen carefully to your teachers. I could see how much you enjoyed the activities, when I watched the younger ones in the wonderful outdoor area and when you used the interactive whiteboard so well in mathematics.
- We were pleased to see that most of you come to school every day but we know that sometimes you are absent because you go on holiday. Please try to come every day to make sure you learn as much as you can.

So that your school can do even better, the teachers are all going to check what they write in your books so it is crystal clear how you can improve your work. It is important to read those comments and try to do what teachers suggest. Teachers track your progress and want you all to be involved in assessing how well you are doing so we have asked them to extend the systems they use to help you do this confidently.

Very best wishes for the future