

St Tudy CofE VA Primary School

Inspection report

Unique Reference Number	112019
Local Authority	Cornwall
Inspection number	310763
Inspection date	20 May 2008
Reporting inspector	Denise Morris

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	57
Appropriate authority	The governing body
Chair	Sarah Northcott
Headteacher	Karen Holmes
Date of previous school inspection	13 October 2003
School address	St Tudy Bodmin PL30 3NH
Telephone number	01208 850548
Fax number	01208 850548

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a very small school. All pupils are White British and the percentage with learning difficulties is similar to that of most schools nationally. Most of these pupils have moderate learning difficulties. Pupils are taught in three mixed age classes. The school lacks appropriate accommodation, particularly for Foundation Stage children, but a new school is about to be built.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. Its outstanding ethos results in a warm and welcoming atmosphere in which pupils thrive. Excellent behaviour and attitudes are particular highlights of their good personal and social development. 'Everyone gets on well with each other here,' commented a pupil, whilst another added, 'There is absolutely no bullying at this school.' Pupils are mutually supportive and are proud of their family community. They appreciate the role of the school council and enjoy being actively encouraged to manage aspects of the school. They are aspirational in their personal learning goals.

Standards vary with each year group because of the small number entering each year, but are usually broadly average by the end of Year 6. All pupils, including those with moderate learning difficulties, achieve well in their time at the school, particularly in mathematics, science and in their personal development. Achievement in English is satisfactory and not all pupils achieve well enough in writing.

Good teaching in almost all lessons shows that the school is clearly focused on raising standards. Teachers know pupils well and relationships in lessons are particularly good. Pupils are positively encouraged to enjoy learning and good use is made of information and communication technology (ICT) to support their learning. The marking of pupils' work on a daily basis is not always rigorous enough. This reflects the fact that expectations of what each pupil can achieve, in writing particularly, are not always high enough and, as a result, some pupils do not make enough progress in their writing tasks.

The good curriculum is well planned and provides a broad, balanced and relevant range of activities for all pupils. Good development of ICT since the last inspection is beginning to impact well on pupils' achievement. The personal, social and health education (PSHE) curriculum is particularly strong, impacting favourably on pupils' personal development and well-being. The excellent range of extra-curricular activities are well attended by pupils. The school takes good care of its pupils. The support and guidance that they receive are good. Their achievements are tracked effectively to help maintain good progress as they move through the school.

Good leadership and management enables the school to run smoothly on a day-to-day-basis. The headteacher is clearly focused on raising standards and works well with other local schools to achieve this. Parents are extremely pleased with the school. Governors are supportive and know the strengths and weaknesses of the school. Together with the headteacher and the diocese, they have worked diligently to provide new accommodation for the school, on which building is about to start. The school has a good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Provision for children in the Foundation Stage is good. They share their classroom with older pupils in Years 1 and 2, and benefit from the supportive relationships that develop. Children behave well and enjoy learning. During the inspection, they were very excited about a forthcoming visit to a farm. They eagerly anticipated what they might see and showed a good sense of maturity as they described how to stay safe during the visit. Children benefit from good teaching and good support from the teaching assistant. Attainment varies on entry to the school but in most Reception groups, attainment in communication, language and literacy levels are below those expected for their age. Children achieve well and make good progress

overall during their time in Reception and usually reach broadly average standards by the time they enter Year 1, except in communication, language and literacy, where their skills remain below expected levels.

What the school should do to improve further

- Improve standards in writing by consistently ensuring that lesson activities are challenging, and that marking gives pupils more information about how to improve their writing.

Achievement and standards

Grade: 2

Pupils achieve well during their time at the school because of good teaching and good provision. Their attainment varies from below to above the levels expected on entry to the school according to each year group. In the 2007 assessments at the end of Year 2, pupils attained below average standards in reading, writing and mathematics; however, they achieved well from their starting points. In the national tests in Year 6 in 2007, pupils attained average standards in mathematics and science but below average standards in English. This is because standards in writing are not as good as they could be. Pupils achieve particularly well in physical education and in their personal development. Pupils with moderate learning difficulties and those of higher attainment also achieve well.

Personal development and well-being

Grade: 2

Good spiritual, moral, social and cultural development is a key strength of pupils' personal development. Pupils are mutually supportive of each other and are proud of their community. They understand how to keep safe. Pupils in Years 1 and 2, for example, knew that they had to stay with an adult during their visit to a local farm. Through a range of fundraising activities for other countries, which are often linked to topics within geography or religious education, pupils develop a good understanding of other cultures and lifestyles. Close links with the church successfully enhance their personal development. Behaviour around the school is outstanding and is confirmed by the pupils' own assessment. The school has a Healthy School award and pupils practise healthy eating at every opportunity. They take part in a wide range of physical activities, developing a good understanding of how to keep fit. They thoroughly enjoy school life, despite attendance remaining stubbornly below average. This is mainly due to holidays taken in term time by families involved in the local holiday trade. Pupils make a positive contribution to their community through their sports activities and through participation in local events. They are well prepared for their future lives.

Quality of provision

Teaching and learning

Grade: 2

Teachers manage lessons well so that pupils really enjoy learning and quickly settle. Relationships are particularly strong. Pupils really like their teachers. 'They are kind and helpful,' they say. Lessons are well planned and teaching assistants play an important role in supporting those who experience difficulties in their learning. Teachers make good use of resources to keep pupils interested and ICT is used well in all classes. Teachers use a range of visits to promote learning and some high quality experiences are in evidence in photographs of past events.

These help to extend pupils' understanding of the wider world and ensure that they develop an understanding of life outside Cornwall. Occasionally not enough writing is evident in pupils' books and the day-to-day marking of their work is inconsistent so that they do not always know how they could do better.

Curriculum and other activities

Grade: 2

The planning for the curriculum reflects a broad and balanced approach. Recent improvements in the provision for ICT are beginning to have a positive impact on pupils' achievement. Many topics provoke high levels of interest from pupils, who talked animatedly about their studies of the Victorians, for example, and their visits to the beach during a topic about the seashore. The PSHE curriculum is a strength. It includes fundraising activities such as those in which pupils raised over £400 for Burma after the recent cyclone. The school has a comprehensive extra-curricular programme. Links with the Church are strong, enhancing spiritual and personal development. Provision for writing is satisfactory. New programmes to improve writing have recently been introduced. Children in the Reception class, for example, showed how they were learning to link sounds and letters through actions, whilst older pupils are being encouraged to develop more creative and imaginative writing through stories. These approaches have not yet had an impact on standards.

Care, guidance and support

Grade: 2

Pupils are well supported in school and are safe and secure. Teachers support them and take good care of them, paying good attention to health and safety. Risk assessments are comprehensive and careful procedures are carried out when pupils cross the road to the play area. Governors regularly inspect the school for health and safety issues. Child protection procedures are robust. The school is working diligently to improve attendance, both with parents and with the local authority welfare officer. Pupils' achievements are comprehensively tracked and monitored as they move up through the school. The target-setting process is good but the system is not used as consistently as it could be in all classes. As a result, a few pupils are not aware of their targets and some teachers do not have high enough expectations of what pupils can do.

Leadership and management

Grade: 2

The headteacher has a clear vision and sets clear direction for the future of the school. School self-evaluation is good. The monitoring of teaching and learning is rigorous, and the clear tracking of achievements helps the school to know how well it is doing. There is a clear link between self-evaluation and the school improvement plan. The school works well on a daily basis despite the cramped conditions and challenging environment. Pupils and staff are very excited about the new building. There has been good improvement since the last inspection, particularly in ICT. Governors are supportive, helpful and frequently challenging to the school. They are particularly challenging about the standards reached by pupils but even though the school is fully aware of the issues identified by this report, not enough has been done yet in terms of raising standards further, particularly in writing. Links with other schools and support

agencies are exceptionally good and have a very positive impact on the provision and on pupils' achievements.

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

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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

Text from letter to pupils explaining the findings of the inspection

21 May 2008

Dear Pupils

Inspection of St Tudy C of E Primary School, Bodmin PL30 3NH

Thank you for your help during our recent inspection of your school. We very much enjoyed talking to you about some of the things you do every day. I particularly enjoyed my lunch with a group of you who told me that your school is a good school. We agree with you. Your school provides you with a good education and helps you to improve your personal skills. In particular, you behave extremely well. We noticed how well you get on with each other. You told us that you like school very much, although a few of you could come to school more often. You know how to keep safe and you lead healthy lives.

You achieve well in most of your lessons because activities are exciting but some of you could do better in writing. You have good teachers who look after you well. They provide you with some very good experiences, including lots of visits to places of interest. Sometimes your work is not marked as well as it could be so that you do not always know how you can improve it. We particularly liked the good after-school activities and we know you like them too because lots of you attend them.

The leaders of your school work hard to provide you with a good education. They make sure that they keep you safe and secure at school. We liked the calm and safe way that you cross the road to the playground.

We are asking the school to do one thing to help you improve further:

- Raise standards in writing by making sure that you are always challenged in your writing tasks, and by marking work regularly and carefully so that it always shows you what to do next to improve.

You could help with this by making sure that you know what your writing targets are, and trying hard to achieve them.

Thank you again for your help and good luck for the future.

Best wishes

Denise Morris Lead Inspector