

Antony Church of England Primary School

Inspection report

Unique Reference Number	112022
Local Authority	Cornwall
Inspection number	337820
Inspection dates	20–21 January 2010
Reporting inspector	Alex Baxter

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	105
Appropriate authority	The governing body
Chair	Linda Anderson
Headteacher	Julie Simpson
Date of previous school inspection	1 March 2007
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Introduction

This inspection was carried out by two additional inspectors. Approximately 50% of the time was spent looking at pupils' learning. The inspectors visited 12 lessons and two assemblies, observed break and lunchtime activities and held meetings with governors, staff, pupils and parents. They looked at plans and policies, records of assessments and the tracking of pupils' progress. The provision and planning for pupils who are vulnerable or have special educational needs and/or disabilities was evaluated. In addition, 56 parental questionnaires, nine staff questionnaires and 54 pupil questionnaires were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the school's efforts to raise standards in science and the performance of more able pupils in writing
- the effect of the school's specific aim to develop provision in the Early Years Foundation Stage
- actions to strengthen the use of assessment so that all groups of learners are enabled to achieve equally well and what this indicates about the ability of leadership and management to bring improvement.

Information about the school

This is a small school for pupils aged four to eleven years. The number of pupils who join or leave the school other than at the usual times is above that normally expected and is mostly related to pupils from families serving in the armed forces. The proportion of pupils who have special educational needs and/or disabilities is above average. Such needs mainly feature specific learning and behavioural needs and vary significantly from year to year. Children join the Early Years Foundation Stage in a mixed Reception and Year 1 class. Amongst others, the school holds Healthy Schools and Eco-Schools awards. Privately run breakfast and after-school clubs, which parents pay for, operate on the school site.

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?

2

The school's capacity for sustained improvement

2

Main findings

Antony is a good school. It has some significant strengths. In particular, the staff provide outstanding pastoral care and encouragement to the pupils. These enable them to feel and live very safely and healthily and to contribute wholeheartedly to the school and wider community.

Teaching and learning are good in all classes. Children have a good start to their education in the Early Years Foundation Stage where they make good progress. Pupils of all abilities and those arriving from other schools are valued and included equally and they continue to do well as they move through the school. The number of pupils attaining above average skills, including now in science and writing, increases as they move from class to class. This reflects the teachers' good questioning, increased opportunities for pupils to undertake practical research and their maturing ability to contribute to their own learning. By the end of Year 6, attainment is above average and shows that pupils have achieved well in relation to their differing needs and starting points. Across the school, pupils enjoy school and make excellent progress in speaking and listening.

Teachers and their assistants give pupils very good oral guidance on how to improve. While there are some excellent examples, the teachers' use of written marking and target 'setting and getting' is less consistent and effective in helping pupils to improve. The headteacher ensures that good self-evaluation is underpinned by the accurate tracking of pupils' progress and identifies the right priorities for improvement. Governors meet their statutory obligations well. Pupils' well-being is safeguarded securely and good partnerships with outside agencies help the school to meet the pupils' differing needs. The governing body is undergoing a period of change and, as a result, governors' roles in more formally monitoring the work of the school and in helping to improve links with parents and carers are less effective. Most parents and carers enjoy a good partnership with school but for a very small minority of parents and carers and a few others associated with the school they are not as positive. These are not being allowed to affect the pupils, but need to be restored in their best interests.

The main issues of the previous inspection, namely improving the way pupils' progress is tracked and enabling pupils to take part in self-assessment, have been tackled effectively. In addition, by accomplishing its recent aims to improve standards in science, the writing of more able pupils and provision for the youngest children, the school shows a good capacity to continue improvement into the future.

What does the school need to do to improve further?

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- Bring the quality of teachers' written marking and use of targets to a level which matches the high quality of their oral guidance so that pupils have clear written reminders of how to improve.
- Improve the role of governors:
 - in monitoring the effectiveness of the school
 - in strengthening the partnership with parents and carers, for example by helping to address concerns.

Outcomes for individuals and groups of pupils**2**

Inspectors observed that, in lessons, pupils across the range of ability and backgrounds, including those with special educational needs and/or disabilities enjoyed their learning and made good progress through the school. Pupils' attainment is above average by Year 6 and represents good achievement. In particular, in response to high quality oral guidance and discussion, led successfully by teachers and their assistants, most pupils develop significant confidence and skill in speaking and listening. In a mixed Year 1 and 2 class, for example, the teacher made useful connections between their Mexico topic and the recent earthquake in Haiti. In discussion, pupils spoke very sensitively and accurately about the aftermath of the earthquake and how people are suffering, clearly illustrating their compassion and above average vocabulary. While pupils sustain concentration well in all lessons, their interest is most evident during practical work, when actively investigating in science or when challenged to think for themselves by undertaking research using lap top computers. There is some variation in pupils' handwriting skills and in their ability to solve problems in mathematics. Even so, additional evidence collected through direct questioning, sampling work in books and by evaluating national assessments showed pupils' good progress and their above average levels of attainment in English, mathematics and science.

In keeping with the school's Christian ethos, pupils enjoy school and their spiritual, moral, social and cultural development is good. Pupils say, 'People are really kind in our school,' clearly reflecting their view that they feel very safe. Pupils attend and behave well. They make excellent contributions to the school, local and wider communities through their full participation in clubs, local events and charities, currently supporting 'Shelter Box', for example. The pupils' excellent adoption of healthy lifestyles is seen in their knowledge of healthy eating and by their enthusiasm for exercise, seen in their energetic use of the outdoor equipment. By the time pupils leave the school, their willingness to learn and good achievement prepare them well for the future.

These are the grades for pupils' outcomes

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

How effective is the provision?

All teachers set high expectations and use questioning well to assess pupils' understanding, to build on pupils' ideas and to move learning forward at a brisk pace. In response, pupils show very good attitudes, behave well and increasingly evaluate their own work effectively. They learn well by studying interesting topics set by their teachers, for example in Years 5 and 6 using laptop computers to collect information to advertise holidays on the river Yangtze in China.

Pupils say they feel very safe in school, and this reflects the consistently high quality of the pastoral help they receive from all the adults working in the school. Staff liaise well with outside agencies and provide good support for pupils with special educational needs and/or disabilities. Pupils welcome the very good information they are given when talking to adults and respond enthusiastically to the regular opportunities to evaluate their own and each other's work. Some pupils say they have targets others are not too sure, reflecting inconsistency in the way teachers use written marking and individual targets to help pupils to improve.

The school's good curriculum includes a strong emphasis on developing the pupils' speaking, listening and practical skills. For example, the intense interest shown by Years 3 and 4 pupils during their whole-class violin lesson clearly illustrated their ability to learn well collaboratively and as individuals. Planned activities include regular out-of-school visits and increasingly the development of topics which link subjects, for example in Years 1 and 2, where Mexico is the current theme. The curriculum is further enriched by using the school's extensive, well-equipped grounds to promote healthy living and activities, such as the 'Grow Green Eco Club', and to support a good range of

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after-school clubs.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders and managers, including governors, meet their statutory obligations and ensure that pupils enjoy equal opportunity, remain free from discrimination and have their welfare safeguarded well. Currently, the governors' role in formally monitoring the school's performance is at an early stage of development. The school promotes good partnerships with outside agencies, such as the speech therapist, to support pupils' needs. The school's effective tracking of pupils' progress underpins good self-evaluation. Class teachers, assisted increasingly by subject leaders, whose roles are still being developed, gather information from early assessments of pupils' individual needs and of their continuing progress. This is used effectively by the headteacher to identify the right priorities and to plot and drive improvement through a well-implemented school improvement plan. As a result, recent improvements include the Early Years Foundation Stage and pupils' writing. The school promotes community cohesion well through curricular topic studies of different countries and by pupils' performances at local events, such as the Christmas Nativity in the stables at Antony House. The pupils' involvement in national and international charities, including the 'Macmillan Nurse Appeal,' makes good contributions to community cohesion.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2

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The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children's skills on entry vary, but generally match those expected for their age. By the time they enter Year 1, the children demonstrate above average skills in the way they relate and communicate with each other and at least broadly average skills in other elements of their learning. Children make good progress across the areas of learning because teaching and learning are consistently good and children's care and welfare are promoted well. These were seen in the outdoor area, for example, when children explored a range of materials including water, gravel and old tyres. In particular, when questioned by adults, they pondered about why two troughs contained differently coloured water and made good progress in their knowledge and understanding of the world. Staff ensure that children benefit from an effective proportion of adult-led activities and those they choose themselves. For example, children enjoy role play in the well-equipped outdoor area, 'repairing a car in the garage'. Children also show great enthusiasm in their cookery class and work really hard to develop early writing skills when writing each other's names or by writing 'Mothers' Day' cards. The Reception and Year 1 classroom is well equipped with a good range of practical learning equipment. The early years is led and managed well with good planning and systems for evaluation. Relationships with parents and carers are good and staff are approachable. The school recognises the need to make even closer links with the feeder pre-school settings to help the children to make an even better start to school life.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The large majority of the parents and carers who responded in the questionnaire are happy and have confidence in the work of the school. The vast majority clearly identify that the school keeps children safe and helps them to adopt very healthy lifestyles. Other common threads within parents' and carers' responses in the questionnaire and

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when questioned include: happy children, improving school and lots of extra-curricular experiences. However, a few expressed strong disagreement with the leadership and management of the school. Other concerns mostly related to the degree to which the school takes account of their suggestions and concerns. Inspectors examined these and other parental concerns and are mindful of the uncertainty, especially in small schools, that change often brings. Inspectors judge the school's 'open-door' policy each Friday, newsletters, questionnaires and termly meetings to be clear examples of effective communication with parents. Inspectors feel though, that governors could be more effective in seeking ways to monitor the school and to improve links with a very small minority of parents and carers. Inspectors welcome the stated desire of all parties to move forward so that pupils' good achievements can remain unaffected.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Antony Church of England 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 inspection team received 56 completed questionnaires by the end of the on-site inspection. In total, there are 105 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	77	12	21	1	2	0	0
The school keeps my child safe	37	66	19	34	0	0	0	0
The school informs me about my child's progress	34	61	16	29	2	4	0	0
My child is making enough progress at this school	36	64	16	29	3	5	1	2
The teaching is good at this school	35	63	18	32	2	4	1	2
The school helps me to support my child's learning	35	63	15	27	3	5	0	0
The school helps my child to have a healthy lifestyle	38	68	18	32	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)	31	55	16	29	2	4	1	2
The school meets my child's particular needs	38	68	14	25	3	5	1	2
The school deals effectively with unacceptable behaviour	32	57	15	27	2	4	0	0
The school takes account of my suggestions and concerns	36	64	16	29	2	4	0	0
The school is led and managed effectively	36	64	13	23	3	5	1	2
Overall, I am happy with my child's experience at this school	39	70	14	25	1	2	1	2

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 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 inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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 pupil's 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.

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.



21 January 2010

Dear Pupils

Inspection of Antony Church of England Primary School, Torpoint PL11 3AD

Thank you for your warm welcome during our visit to your school. We enjoyed meeting and talking with you, especially the group of pupils from Year 6 and the members of the school council who told me all about your school. We were particularly impressed by your willingness to learn, your very healthy and safe living and by the very caring support you receive from all the staff. We agree with you and most of your parents that Antony is a good school.

These are some of the other main things we found.

- You make good progress because teaching and learning are good and work is interesting and often fun. As a result, many of you develop very good speaking and listening skills and by the time you leave the school, standards are above average.
- You attend and behave well and the way you contribute to your learning and participate in the good range of learning activities are exemplary.
- You feel very safe and live very healthily because you receive excellent care from all the adults who work in the school.
- Your headteacher, staff and governors work hard to provide you with a good education.

To help the school to improve further, we have asked the headteacher, staff and governors to:

- strengthen teachers' marking so there is more consistency in the way teachers make connections with your targets and give you a clear picture of how to improve
- improve the way governors check the work of the school and promote good links with your parents and carers.

Keep giving of your best and good wishes for the future.

Yours sincerely

Alex Baxter

Lead Inspector

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