

Mary Tavy and Brentor Community Primary School Profile



Mary Tavy and Brentor Community Primary

Bal Lane, Mary Tavy
Tavistock, Devon, PL19 9PR
Telephone: 01822 810384
<http://marytavy-brentor-sch.ik.org>

Children's Service Authority:	Devon
Age range:	4-11
Number of pupils:	76
Head teacher:	Mrs N Pratten
Chair of governors:	Mr T Collingwood

What have been our successes this year?

We are a very happy, friendly school. Our creative, topic based curriculum follows the six areas of learning from the Foundation Stage and meets the needs of the children. Our Teaching and Learning Policy reflects the high quality school experiences we aim to provide for all pupils. Due to the rise in numbers this January, we have moved from three to four classes, each class having 20 pupils or less.

We continue to build on the achievement of our Activemark Award for our promotion of daily physical activity both in and out of school. We are also proud of how we use the outdoor environment and local community to enhance the children's education.

We are very proud of the improvements to our buildings. Two classes were decorated and have new carpets and blinds. Toilet facilities and a cloakroom have been modernised. Three classes have interactive whiteboards which help to reinforce good quality teaching.

Our school meals provision is another success. Meals, cooked on site, follow the Fresh Start Menu. We have a high take up at lunch time and pupils and staff enjoy meals that are freshly prepared and very nutritious.

Our end of Key Stage test results (July 2008) are very positive.

What are we trying to improve?

We closely monitor the progress of individual children. Our children are in the top 5% of Devon schools when they leave at the end of KS2. We continue to raise the standard of achievement at the end of KS1 to ensure all children reach their full potential, especially in English and Maths. Our work in Maths and English is focused on extending the more able children across the school. We are developing our MFL within KS2 by embedding language teaching across the curriculum alongside specialist lessons.

Further development of the school grounds remains a priority and we are looking at using a local field for different aspects of outdoor education. We also want to continue Nature Study walks each term to encourage the children to appreciate their local environment and to develop a knowledge of local flora and fauna.

We will be developing our use of ICT to support learning even further. We aim to improve our school website so that we can celebrate our successes publicly as well as publish a report each month in the local parish newsletters.

We aim to continue to be a happy and healthy school, making sure we address all the strands in the Every Child Matters Framework.

How have our results changed over time?

We have relatively small cohorts and the achievement of pupils at Foundation Stage fluctuates from year to year. Over the last two years most pupils were working within the Early Learning Goals and few were working beyond them. This was the case in some aspects of Personal, Social and Emotional Development. A minority of pupils receive no pre-school experiences.

Due to the problems with SATs marking this year we can not compare our results nationally.

In KS1, achievement has again fluctuated although there has been a rising trend over recent years. The pupils make satisfactory progress from the end of the Foundation Stage to the end of KS1. In 2008, (18 children) Reading (66% average and above), Maths 83% (average and above) and Science (94% average and above).

In KS2 there has been a rising trend between 2003 and 2008. 2007 results indicated that achievement is significantly above the average in all subjects and compare with the top 5% of Devon schools and the top 25% of schools nationally. In 2008 (10 children) 100% achieved level 4 and above in Reading, Writing and Maths and 90% achieved Level 3 (almost Level 4). A high percentage of children achieved Level 5 in all subjects.

How are we making sure that every child gets teaching to meet their individual needs?

Our response to Excellence & Enjoyment and Every Child Matters has been to develop a curriculum based on rich personal experiences with a focus on key skills and creativity, to equip them for life long learning. A range of assessment tools are used to track individual, group, class and cohort progress. This information is used to ensure that the needs of all children are met through a personalised learning approach with specific targets regularly set for English and Maths. Learning for individual children is carefully monitored.

We are a fully inclusive school and are committed to ensuring the learning, physical and emotional needs of all children are met. Our Teaching Assistant support is very good and we have very positive working relationships with other professionals supporting our children. Our Teaching Assistants also receive regular training.

Our Special Needs provision ensures that those with particular needs are well supported and make good progress. We regularly meet with parents to discuss Individual Education Plans and set targets with the children and their parents.

How are we working with parents and the community?

Our links with parents and the community are seen as strengths by OfSTED. We aim to continue to develop a positive and open relationship through:

- Informal meetings
- Parent/ teacher interviews
- Annual Reports
- Parents helping in classes and on visits
- Meet the Teacher Evening
- Open Evening
- Thank You Assemblies
- Sports Day
- Sports events
- Carol Service
- Harvest Festival
- Macmillan Coffee Morning
- KS1 visits to the local community

- Liaison with the Pre-school
- Curricular workshops for parents
- Fundraising events
- Summer Fayre
- PTA and Friends Association
- Links with local charities
- Carol singing at a residential home
- Local vicar leads KS2 assemblies once a month
- Working with other schools in the Learning Community on music and sports projects

What have pupils told us about the school, and what have we done as a result?

We strongly believe it is important to listen to our pupils regardless of their age. Children's views are sought not just in lesson time such as PSHE but also in Circle Time and Assemblies. Children like coming to school and tell us so. Parents also say their children enjoy school.

Years 5 and 6 children act as Playground Leaders and respond positively to this responsibility. Changes have been made to playground arrangements after listening to their views.

At Christmas, children and parents are asked which charity they would like us to support at the Carol Service.

Children's opinions have also been sought through questionnaires and feedback is given to them. Children are confident about approaching all staff. For instance small groups have asked to arrange fundraising events for charity and they are supported in their efforts. Prize money from winning entries in competitions are used to purchase items that the children select.

All pupils in each class have monitor roles. Years 5 and 6 pupils have special tasks like tour guides, office helpers and assistants at lunchtime.

How do we make sure our pupils are healthy, safe and well-supported?

OfSTED graded us very highly in this area.

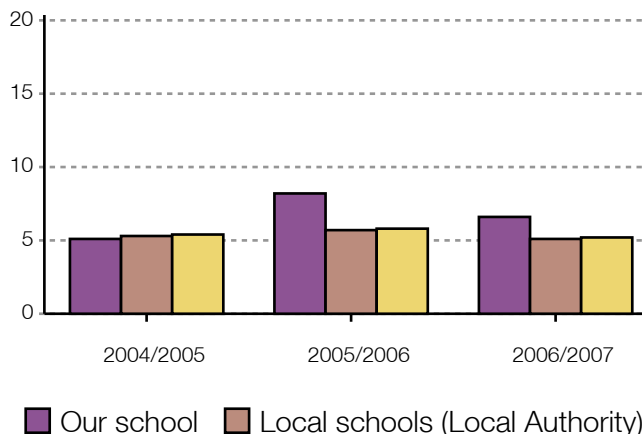
We have developed a positive approach to a healthy lifestyle which is embedded in all areas of school life. A few examples are:-

- Activemark Award for our promotion of PE, daily physical activity and school sport
- Healthy Schools Award
- Commitment to healthy eating enhanced by our Fresh Start Menu
- Our Rewards and Awards system promotes a positive self-esteem
- Good role models by staff
- Participation in a sponsored skip for charity
- Appointment of Teaching Assistants to lead playground activities at lunchtimes
- Participation in the Government Fruit and Vegetable scheme
- Wake and Shake type activities
- Weekly walks for KS1
- Extra-curricular activities

We ensure our children are safe and well-supported through:-

- Careful attention to the learning environment
- An improvement in their physical environment eg. new toilet and cloakroom facilities
- Up-to-date CRB checks on all staff and helpers
- Developing a family type ethos to all areas of school life
- Security gate leading to the playground
- Clear signing in and out procedures
- Member of staff at the gate before and after school
- Liaison with the community support officers

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

Children enjoy coming to school and we rarely have unauthorised absence. We do have an attendance policy and guidelines.

What activities and options are available to pupils?

It is important to develop the whole child and provide a wide range of opportunities and activities to encourage this.

We have an excellent range of extra-curricular activities and sporting events throughout the year.

Music is a strength and we hold a Harvest Festival, Carol and Christingle Services in the local churches. We sing at a residential home and the Junk Band have started performing in public. A music teacher provides keyboard and piano lessons.

Older children are actively involved in the organisation of the Summer Fayre and Macmillan Coffee Morning. They take the initiative in organising charity fundraising events.

Educational visits to enhance the curriculum feature are valued. Year 3 visit College for a Language Day whilst Gifted and Talented days are held for Year 5. Year 6 children participate in a residential weekend at an activity centre in Devon every year. They attend the Junior Life Skills event in Okehampton. All children have swimming lessons during the year to ensure that they can swim by the time they leave us.

We pride ourselves in caring for the environment. Children are encouraged to recycle and take a pride in their world. Each class has termly Nature Study walks, often led by a Dartmoor Park Ranger.

What do our pupils do after leaving this school?

The majority of our children transfer to Tavistock Community College, approximately 4 miles from our school. However, some pupils sit the 11+ exam for entry into the Plymouth grammar school system or the entrance exam for Kelly College.

Ofsted's view of our school

The school rightly judges that it provides its pupils with a good standard of education. Parents agree. They say that their children really enjoy coming to school because the children are well looked after. One parent reports that 'the staff always go the extra mile to make learning fun. Fantastic stuff!' The pupils agree and say their school is really good; one said, 'It's a friendly place and caring for everyone'.

Children achieve well in the Reception and infant class and continue to do well as they move through the school. The school has effectively raised achievement over time, despite fluctuations on a year-to-year basis that reflect the different attainment levels of each group of pupils who join the school. By Year 6, standards are average and overall achievement is good. Pupils are now achieving well in English. The school's priority for improved spelling and the very good emphasis upon reading, supported by parents at home, has supported this. Achievement in science is also good, as a result of the new practical approach to the curriculum and an appropriate challenge for higher-attaining pupils.

Teaching is good throughout the school. Teachers plan well. Adults have excellent relationships with all pupils. This, together with their expectations for excellent behaviour, means that pupils feel secure enough to take risks in their learning and so lessons are interesting and effective. Pupils work together confidently and are eager to learn.

Pupils have an exceptionally clear understanding of what constitutes a healthy lifestyle, which they use in making choices about participating in the wide range of sports available to them. They understand about healthy exercising and eating. The curriculum is broad and balanced. It meets pupils' different ages and abilities well.

A highly effective decision was taken by the school to adopt the approach to the Foundation Stage curriculum throughout the school, and themes are planned in ways to involve pupils, for example, using the local environment for nature study.

Pastoral care and guidance are very good throughout the school. Whilst pupils receive good individual verbal feedback on their work, the planning, marking and assessment of it does not always refer to their personal targets for further improvement.

Leadership and management are good and the headteacher's leadership is excellent. She has proven success in her priorities for school improvement so far, which she has achieved alongside a substantial teaching commitment. Exceptionally good links with local organisations are used very well to extend the range of curricular opportunities and to promote pupils' well-being. All staff confidently share the challenge to improve the quality of teaching and review the curriculum to ensure it continues to motivate and excite pupils in their learning. A detailed analysis of pupils' performance data and the use of this information in setting targets for pupils are in their early stages. The school's self-evaluation and development planning are satisfactory but staff and governors need to focus more rigorously on these aspects of their work. The development of the school involves the effective governing body fully. Together with staff, governors have helped the school to improve well since the last inspection. The school's capacity for continued improvement is good.

Date of last inspection: 21-Mar-2007

Ofsted graded our school as good

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



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What have we done in response to Ofsted?

OfSTED asked us to

- **Meet with parents to improve attendance**

Graded as satisfactory due to the percentage of holidays taken in term time and medical absences. We have worked hard encouraging parents to take their annual leave during holidays. They have received guidance about holidays and attendance. The Education Welfare Officer spoke to parents at the Meet the Teacher evening in September 2007. We monitor attendance closely. Children receive 100% attendance certificates each term and at the end of the year.

- **Use pupils' performance data to set and check that challenging targets for school improvement are met**

Considerable time and effort is spent analysing data. The Governors agreed to release the Headteacher from the classroom to undertake a greater analysis of data across the school. New software is used.

- **Use assessment, marking and target setting to involve pupils more in improving their work**

We spend considerable time talking to individual children about their work, how to improve it and what they have done well. Year 6 children attend meetings with parents to discuss progress. We are looking at ways to involve younger children in target setting.

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 01822 810384

Our website <http://marytavy-brentor-sch.ik.org>