



ROBARTES JUNIOR SCHOOL
www.robartesjunior.co.uk

“Where Everybody is Somebody”

Prospectus
2011-2012

Robartes Junior School Prospectus 2011-2012

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www.robartesjunior.co.uk

Chairman of Governors
Mr. Rogerson
SRogerson@robartesjunior.cornwall.sch.uk

Introduction

The aim of this prospectus is to give parents and other interested parties information about our school which is additional to that found in the school brochure. The information on the forthcoming school year which appears in this prospectus is correct at time of printing, but may be subject to change during the school year. Parents and prospective parents are more than welcome to visit the school by prior arrangement with the school administration staff.

Index

	Page
Admissions Policy.....	08
Aims of Robartes.....	04
Assessment.....	10
Attendance.....	11
Behaviour.....	09
Catering.....	09
Charging Policy.....	11
Class Organisation.....	07
Complaints.....	11
The Curriculum.....	13
Extra Curricular Activities.....	13
Home-school Communication.....	11
Homework.....	08
Medicines.....	09
OFSTED Report.....	15
Parent Consultations.....	10
Record Keeping.....	12
Religious Education/Corporate Worship.....	07
School Governors.....	05
School Uniform.....	08
Sex Education.....	08
Special Educational Needs.....	12
Staff List.....	06
Times of school day.....	07

ROBARTES JUNIOR SCHOOL



MISSION STATEMENT

“Where Everybody is Somebody”

At Robartes we:

- make sure pupils are safe and feel safe
- ensure all pupils receive the curriculum and support they need
- fully embrace the notion of inclusion and make sure that all pupils reach their full potential
- offer a wide range of educational, extra curricular and social opportunities which provide pupils with the skills necessary to make a valuable contribution throughout their life
- continue to take a fresh look at how we teach and how children learn

ROBARTES JUNIOR SCHOOL

BOARD OF GOVERNORS

(14 governors)

TERM OF
OFFICE ENDS

	<u>3 Governors appointed by the Local Education Authority</u>	
12.11.10 C	Mrs. Joy Bassett,	jbassett@robartesjunior.cornwall.sch.uk
1.2.14	Mr. Steve Rogerson, <i>Vacancy</i>	SRogerson@robartesjunior.cornwall.sch.uk
	<u>5 Governors elected by the Parents</u>	
4.12.11	Vacancy,	
4.12.11	Mrs. Lisa Williams,	Williams_l20@sky.com
22.3.12	Mrs. Sam Greenaway,	
10.11.12	Mrs. Claire Hatwell, Mrs. Louise Crane	LCrane@robartesjunior.cornwall.sch.uk
	<u>3 Community Governors</u>	
10.11.12	Mr. Richard Powell <i>Vacancy</i> <i>Vacancy</i>	RPowell@robartesjunior.cornwall.sch.uk
	<u>3 Staff Governors</u> (to include Headteacher)	
-	Mr. Ewan Murray	head@robartesjunior.cornwall.sch.uk
24.4.14	Mrs. Paula Clutsom,	foresters@robartesjunior.cornwall.sch.uk
12.7.13	Mrs. Lynn Sims,	psa@robartesjunior.cornwall.sch.uk

Note all governors may be contacted on (01208) 72644

CLERK TO THE GOVERNORS: Ms. S. Pendleton

School Staff

Many details about the school may be found in our school brochure which is available free of charge on request to the school office.

Teaching Team

Mr. E. Murray (Headteacher)

Miss J. Anguish (Curriculum Leader)

Mrs R. Turvey (Assistant Headteacher)

Mrs J. Lynch (ARB Teacher)

Ms M. Fox (Advanced Skills Teacher)

Mr. P. Rigby (ICT Leader)

Miss K. Rawling (SEN Co-ordinator)

Miss D Turvey (Drama)

Classroom Support Team (+ Lunch Supervision)

Mrs. H. Sowden (Associate Teacher)

Mrs E. Matthews (Teaching Assistant)

Mrs. P. Clutsom (Foresters Leader)

Mrs. T. Wheeler (Teaching Assistant + LTA)

Mrs. M. Brennan (Teaching Assistant + LTA)

Mrs. A. Sampson (Teaching Assistant)

Mrs. K. Hall (Teaching Assistant + Librarian)

Mrs D. Sleep (Teaching Assistant)

Ms D. Pickett (Teaching Assistant)

Mrs N. Whitehouse (Teaching Assistant)

Mrs J. Yates (Teaching Assistant)

Pastoral Team

Ms. L. Sims (Parent Support Adviser)

Administration Team

Mrs. K. Edwards (Clerical Assistant)

Miss. S. Wickett (Admin Officer)

Mr. A. Hockaday (ICT Support)

Catering Team

Ms. P. Bullen (Catering Manager)

Mrs C. Grigg (Kitchen Staff)

Mrs. J. Knight (Kitchen Staff)

Miss N. Davies (Kitchen Staff)

Mr. A Rawling (Market gardener)

Premises Team

Mr. D Julian (Site Manager)

Mrs. D. Julian (Senior Cleaner)

Mrs. M. McPherson-Stewart (Cleaner)

Mrs. J. Thomson (Cleaner)

Mrs. S. Cox (Cleaner)

Mrs. J. Howell (Cleaner)

Mr. N Coleen (Grounds Maintenance)

The School Day

Morning Session	08.55-12.00	Children should not arrive at school before 08:40. If children go home for lunch they should return 10 minutes before the commencement of the afternoon session.
Afternoon Session	12.55-15.15	

What our curriculum aims to achieve

At Robartes we aim to ensure all children reach their potential. The curriculum focuses on the basics in literacy and numeracy but these are presented in exciting and stimulating ways. The Foundation Curriculum and Science follow the International Primary Curriculum (IPC) which provides a much more “hands-on” approach to learning.

We actively encourage pupils to own their own learning, to experience the wider creative curriculum and we promote independence skills throughout the school. Any parent or prospective parent who wishes any additional information or wishes to see any policy should contact the Headteacher.

Class Organisations for 2011 - 2012

Class 3/4 RT	Mrs Turvey	Class 3/4 DT	Miss Turvey
Class 3/4 KR	Miss Rawling	Class 5/6 MF	Ms Fox
Class 5/6 PR	Mr. Rigby	Class 5/6 JA	Miss Anguish
ARB	Mrs. Lynch	Foresters	Mrs Clutson

Religious Education/Collective Worship

Religious Education is based upon the agreed syllabus of the Cornwall Council, following recommendations made by the local Standing Advisory Committee for Religious Education (SACRE). A period of 15 minutes per day is set aside for Collective Worship. The assemblies vary widely and include celebration assemblies, visitor assemblies as well as singing assemblies. All assemblies include a point of reflection. Parents have a right to withdraw their children from either or both of the above but there is no alternative provision made for those children who are withdrawn. If you wish to withdraw your child from either Religious Education or school assemblies you should contact the Headteacher.

Sex Education

All children will follow our sex education programme as an integral part of their health education work that takes place in the school. Through our programme we aim to:

- impress upon children that human reproduction is part of the wonder of nature
- present sex education in the context of family life, of loving relationships and respect others.

Our sex education policy is agreed by governors and follows best practice as proposed by the health professionals. If you wish a copy please contact the school office or see the school website. Areas such as sexual reproduction, menstruation and puberty etc are dealt with exclusively in Year 6. If you do not wish your child to participate in our Sex Education programme, you should contact the Headteacher so that alternative provision may be made available.

Homework

Your child will receive some homework on a regular basis. The homework will consist, in the main, of literacy and mathematics and occasionally topic work. Homework is part of the HOME/SCHOOL Agreement which parents and pupils are asked to read and sign. Robartes also follows The **Parents and Children Together** (PACT) programme for personal and social education. Weekly “chat time” tasks may be sent home to support this.

Admissions Policy for Robartes Junior School

In line with current legislation Robartes must follow the Cornwall Council admissions policy. You can get a copy of this from the school office or alternatively it is available on the Cornwall Council website.

School Uniform

We have a school uniform, which we expect all of our children to wear. Full details of the uniform are available on a separate sheet. Children should wear white tops and black shorts for P.E., Dance and Gymnastics etc.

Jewellery is not allowed in school. Those children that have pierced ears should wear simple sleepers or studs. No other piercing is allowed. Uniform is available for purchase between 15:00 – 15:15 every Tuesday and Thursday and is sold by the Friends of Robartes. **Note the office staff do not sell uniform.** Pupils should not have extreme hair styles. This includes bright colours or hair extensions and the Headteacher has discretion in this area.

Behaviour and Bullying

We aim to develop the school as a caring community, where children and adults are treated with respect. We encourage self-discipline, and aim to provide a secure atmosphere in which this can develop. The school employs a positive approach to discipline, using various reward schemes as a basis for encouraging good behaviour and discouraging bad behaviour. We recognise that both school and parents must work together to develop positive attitudes in our children and we thank you for your support in this matter.

Medical Care and Medicines in school

We would be grateful if parents would inform the school of any health problems that might affect their child in school. If a child is taken ill or has an accident whilst at school, we will try to inform parents as soon as possible if the need arises. However, if we are unable to do so, we will always act in the best interests of the child. We keep an up to date list of telephone numbers where parents can be contacted in the event of an emergency. Should there be any change to the information that you have given to the school with regards to emergency contact, please inform the school.

Children who are unwell should not be sent to school. However, if a doctor advises that a child is fit enough to attend school whilst still receiving medication, the following procedure should be applied:

- The smallest practical dose of a medicine should be brought to, and collected from school, by a **parent or responsible adult**.
- It should be clearly marked with the child's name and instructions for administration.
- A standard form – available from the office – must be completed by a responsible adult, in order that medication might be administered.
- Under no circumstances do we administer over the counter medicines.

Catering Facilities

Breakfast Club: 08:00 – 08:40

Healthy Tuck Shop 10:10 – 10:25

Lunch 12:10 – 13:05

The school offers facilities for breakfast, healthy tuck shop and school lunches. Additionally, we offer supervision for any child who wishes to eat packed lunch. If you would like your child to have school lunches, then please send him/her with the appropriate amount each day. There are, however, different ways of paying for school meals which allow you to save money:

As of September 2011 school meals rose from £2:10 to £2:20 per day. This is as a result of an increase instigated by Cornwall Council.

The cost of meals if paid daily is £2.20 or £2.50 with a drink.

The cost of 5 meals if paid on Monday is £10.50 or £11.00 with a drink.

Note that lunches paid on any day other than Monday or if paid for in multiples less than 5 will be charged at the higher rate.

Please ensure that monies are secure and that the child's name is clearly marked on the envelope/purse. Lunch money may also be handed in by parents to Ms. Bullen.

Packed lunches should not be sent in any form of breakable container. Free meals are available for those eligible to receive them, on application to County Hall. Forms to apply for free meals are available from the office. **Please note that it is a parental responsibility to keep their entitlement up dated.**

Robartes sets itself high standards of catering. All meals are prepared from scratch and no packets or mixes are used. We have fostered a relationship with nearby Gilbury Farm and much of our pork, beef and lamb come from our own animals (raised by Gilbury). The farm only uses rare breeds and we are working co-operatively with the farmers to ensure the long term security of local rare breeds. Although we cannot completely supply ourselves from our own chickens, our 12 Trelawney hens, located at school, do provide us with over 3 and half thousand eggs per year!

Parent/Teacher Consultations

Two opportunities exist for parents to discuss their child's progress with class teachers. Parents will receive a written report at the end of each academic year. At the end of Key Stage Two (Year Six), children will undertake Statutory Tests, formally known as SAT's. The results of these will be included in the end of year report. All pupils' reports contain the grades they have achieved as well as guidance as to how your child is performing in comparison to all children nationally.

Should the need arise; parents are more than welcome to make arrangements to discuss matters with class teachers on an appointment basis. As with teachers, the Headteacher is available to meet with parents who should contact the school office to make an appointment. Should any parent have a concern about their child, they should, in the first instance, contact the child's teacher. Should this not prove successful, the parent should contact the Headteacher immediately.

Informing Parents

We place great importance on keeping parents informed about developments in the school as a whole. Newsletters are sent to parents via “pupil post”, and will also appear on the school website.

Home-School Communication/Attendance

In order to help the school comply with current legislation, parents are asked to call or text the Parent Support Adviser (Ms Sims) on **07912 580 660** as soon as they know their child is likely to be absent. Alternatively, parents can call 72644 and press option 1 to leave a message. **Note parents should not contact the main office to report absences.** Like many schools we have a first day calling routine. This is a courtesy service which entails school calling a parent on the first day of absence if a child is absent and no message has been received. The purpose of the call is to see if we can be of any assistance. If it proves to be impossible to contact the school would all parents please send a note of explanation with the child when she/he returns to school.

Complaints

Under the terms of Education Reform Act 1988, the Local Education Authority must have established suitable arrangements to consider parents’ complaints about a school’s curriculum and related matters. A copy of the full procedure should cover matters relating to the National Curriculum, Religious Education, the schools charging policy and the provision of information. The procedure provides for complaints to be directed initially to the Headteacher of the school, in an attempt to be made to resolve them informally. If this should fail, then there is a formal appeals procedure available to all parents. A copy of the County Council’s Complaint Procedure (Curriculum and Religious Education) is available from the school office or on the Cornwall Council website.

Charging for School Activities

In response to the 1988 Education Act, the Governing Body formulated a policy on charging for school activities. The full policy is available from the office.

This policy states that, for visits and activities during school hours, parents will be invited to make a voluntary contribution towards the cost. Children will not be excluded from the activity or visit if a contribution is not made. The Governing Body will set aside a limited amount of monies to cover any shortfall, however, the visit or activity will not be able to proceed if it is not financially viable.

Record-Keeping and Assessment

Assessment is an integral part of the National Curriculum. Our staff plan carefully for class activities and the needs of individuals, taking into account the ways in which children's interests and enthusiasms can be extended and enriched. The children are assessed on a continuous basis throughout their school life, and class records are transferred from one teacher to the next at the end of each academic year to ensure continuity and progression. An individual profile of every child is built up during his/her life in school. This is particularly important in the early identification of children who may have special educational needs at an early stage. Parents have a right to see any records held that contain information about their children, should they wish. Robartes has a detailed policy for assessment and anyone may receive a copy by contacting the school office.

Pupil Progress and Special Educational Needs...

At Robartes Junior School our children are always treated as individuals. Their individual educational needs are usually catered for within the normal class situation by class teachers. However, most children at some time may need to have more specialised help because they have a particular problem with an aspect of their schooling. Specific educational programmes are designed to support pupils in a variety of ways in areas such as reading, maths, spelling, behaviour, making friends etc. If the normal and everyday support we offer is not having the desired effect, we place your child (with your permission) on our Record of Need (RoN). This ensures more intensive support is provided. There are three levels recorded on the RoN.**School Action:**

Despite the extra support received the child is still not making enough progress. The class teacher will ask for additional advice and support from within the school, probably from the Special Educational Needs Co-ordinator (SENCO)

School Action Plus: Despite the additional support the child is still not making enough progress so outside agencies are involved. These might include a speech and language therapist or an educational psychologist.

Statement: An 'Educational' statement is a formal and legal process and involves the Local Authority because they fund the additional support. Very few pupils are awarded an educational statement (about 1.5% nationally)

Please note that parents and carers are involved at every stage and pupils will only be entered onto the RoN with parental permission. It is not unusual for pupils to move up and down the RoN and parents will be informed if this happens.

The progress of all of the children is reviewed regularly and assessed in consultation with parents, class teachers, and external agencies as appropriate. Whilst we acknowledge the attainment levels pupils reach are important, Robartes is more concerned with the actual progress made by pupils.

The Curriculum

This is a very large part of what we do at Robartes and certainly too much to include in detail in this document. At Robartes we follow a mixture of national and other curricula and if any parent wishes more detail they should contact the Headteacher.

English	We follow National Curriculum
Mathematics	Mathematics Enhancement Programme (MEP) which is run by Plymouth University
Other Subjects	We follow International Primary Curriculum (which is similar to national Curriculum)

Extra Curricular Activities

A range of after school activities takes place throughout the year and these vary depending on the time of year as well as which staff are organising them. Examples of clubs which run include football, netball, rugby, music, handwriting, engineering etc.

A variety of instrumental tuition is available through Cornwall's Music Service. Please request information at the school office.

The school also arranges visits to school by poets, dancers, musicians, artists, storytellers, authors, environmentalists, street artists and English Heritage.

Appendix A

Annual Statutory Information

Great care should be taken when making judgments based on the following information. Because Robartes has a Special (education) Unit attached to it, and the pupils in that unit have their results included in our scores, we can have large (as much as 14%) fluctuations in test results.

Background Information

Total number of pupils on roll (all ages) = 184
Pupils with statements of SEN or supported at School Action Plus=21
Pupils with statements of SEN or supported at School Action Plus: percentage = 11.4%
Pupils with SEN, supported at School Action: number =23
Pupils with SEN, supported at School Action: percentage = 12.5%

Contextual Value Added

KS1-2 CVA Score =99.9

Key Stage 2 Test Results 2009

Published eligible pupil number = 61
Eligible pupils with SEN with a statement or supported at School Action Plus = 9
Eligible pupils with SEN with a statement or supported at School Action Plus = 14.8%
Eligible pupils with SEN supported at School Action: number = 4
Eligible pupils with SEN supported at School Action: percentage = 6.6%

English

Percentage of pupils achieving Level 4 or above in English = 80%
Percentage of pupils achieving Level 5 in English = 25%
Percentage of pupils absent from or not able to access the tests in English = 0%

Mathematics

Percentage of pupils achieving Level 4 or above in mathematics = 72%
Percentage of pupils achieving Level 5 in mathematics = 25%
Percentage of pupils absent from or not able to access the tests in mathematics= 2%

Both English and Mathematics

Percentage achieving Level 4 or above in both English and mathematics = 69%

Science

Percentage of pupils achieving Level 4 or above in science = 84%
Percentage of pupils achieving Level 5 in science = 31%
Percentage of pupils absent from or not able to access the tests in science = 0%

All subjects

Average point score = 27.0

Aggregate of test percentages for Level 4 and above

Aggregate across the three core subjects: pupils achieving expected level or above 2006 =232
Aggregate across the three core subjects: pupils achieving expected level or above 2007 = 217
Aggregate across the three core subjects: pupils achieving expected level or above 2008 = 212
Aggregate across the three core subjects: pupils achieving expected level or above 2009 = 236

Aggregate of test percentages for Level 5

Aggregate across the three core subjects: pupils achieving above the expected level 2006 = 83
Aggregate across the three core subjects: pupils achieving above the expected level 2007 = 85
Aggregate across the three core subjects: pupils achieving above the expected level 2008 = 66
Aggregate across the three core subjects: pupils achieving above the expected level 2009 = 80

Progress Measures from KS1 - KS2

% of pupils achieving the expected level of progress in English = 90%
% of pupils included in the calculation of the English progress measure = 95%
% of pupils achieving the expected level of progress in maths = 69%
% of pupils included in the calculation of the maths progress measure = 97%

Absence record for day pupils of compulsory school age

Overall absence	Persistent absence
6.7%	3.7%



Robartes Junior School

Inspection Report

Unique Reference Number	111922
Local Authority	Cornwall
Inspection number	310729
Inspection date	16 October 2008
Reporting inspector	Alex Baxter

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Junior
School category	Community
Age range of pupils	7—11
Gender of pupils	Mixed
Number on roll	
School (total)	206
Appropriate authority	The governing body
Chair	Joy Bassett
Headteacher	Ewan Murray
Date of previous school inspection	5 July 2006
School address	23 Barn Lane
Bodmin	
PL31 1LU	
Telephone number	01208 72644
Fax number	01208 78309

Age group	7—11
Inspection date	16 October 2008
Inspection number	310729

Inspection report Robartes Junior School, 16 October 2008

Website: www.ofsted.gov.uk

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Introduction

The inspection was carried out by one Additional Inspector who evaluated the overall effectiveness of the school and investigated the following issues:

how well developments in teaching are helping pupils to achieve

the help for pupils who need extra support

how effectively leaders and managers bring about improvement.

Evidence was gathered from observations of lessons, whole-school assembly and pupils at lunch and play. Teachers' assessment records and pupils' work were scrutinised. Discussions were held with pupils, staff, governors and parents. Parents' responses to the inspection questionnaire were analysed. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This is an average sized school. Children's attainment on entry varies, but mostly it is well below average. An increasing number of pupils with emotional and behavioural needs join the school other than at the normal time of entry. The proportion of pupils with learning difficulties and/or disabilities is above the national average. The school includes an Area Resource Base, which contributes to the high number of pupils with a statement of special educational needs. At the time of the inspection, the accommodation provided for the Area Resource Base was closed for refurbishment, with the two pupils currently attending this base joining other pupils in a range of main school learning activities.

Key for inspection grades

Grade 1 Outstanding

Grade 2 Good

Grade 3 Satisfactory

Grade 4 Inadequate

Overall effectiveness of the school

Grade: 2

Robartes is a good school. It continues to improve and already has several outstanding features. The headteacher provides an excellent lead, fully supported by all staff, in sustaining exemplary care, support and guidance. By working together as a team, senior leaders provide an exceptionally clear vision that is underpinned by the establishment of a fully inclusive learning community. As a result, pupils feel safe and valued, and their self-confidence blossoms. Within their good overall personal development and well-being, the pupils' enjoyment of school and their willingness to take part in activities are exemplary features.

Parents appreciate the school's many qualities and the large majority fully endorse all its work. Comments such as, 'Robartes is a school where everyone really is someone special', 'My child has gone from strength to strength' and 'The staff at Robartes have transformed my child from a shy, reluctant pupil to become a confident, outgoing child with many friends' are common threads in the comments received from parents in the inspection survey. Positive views such as these reflect the good partnership that parents share with the school. Alongside good links with outside agencies, these relationships enhance the pupils' very good attitudes and promote their enjoyment of school.

Leadership and management are good. Governors support the school and staff well. The school's comprehensive systems for monitoring and evaluating its work ensure that planned developments are well informed. As a result, self-evaluation is good and the school has moved effectively to tackle those areas previously identified for improvement. It has done particularly well, for example, in accelerating pupils' progress during an extended period of disruption due to the upgrading of the school's Area Resource Base facilities. This also demonstrates a good capacity to continue its journey of improvement into the future.

Pupils, across the range of abilities, including a high proportion with complex learning needs, make good progress through the school in response to good teaching and excellent pastoral care. Overall standards by the end of Year 6 are closer to, but still below, average. Even so, they represent good achievement in relation to pupils' capabilities. Progress in reading, science and in speaking and listening is good, with the majority of pupils currently in Year 6 attaining at least average standards in these aspects. This reflects the teachers' good questioning and their precisely targeted use of assistants to support individual pupils. Teachers stimulate the pupils' interest well by using interactive whiteboards in lessons.

Occasionally though, whole-class discussions continue for too long and limit time for writing and opportunities for pupils to learn by finding things out for themselves. In writing, whilst most pupils make good progress, their spelling and punctuation skills are still not high enough. Pupils' basic number skills in mathematics are also not developed sufficiently. Even though progress is generally satisfactory in

mathematics, several pupils, especially some of the more able, could achieve more. These relative weaknesses have been identified and are being addressed by the school. For example, the school has returned to teaching pupils in regular classes for English and mathematics rather than in classes grouped by ability, and the more precise use of learning objectives and marking to show pupils how to improve are already enriching learning. Other changes, for example to bring more consistency in the use of individual targets for pupils, are too recent to have had time to have a significant impact in lifting pupils' skills.

Even though there are several pupils with considerable emotional and behavioural needs, pupils' behaviour, relationships and general self-esteem are good. This is because the staff's pastoral care and determined encouragement of healthy, safe living are so strong. Excellent staff role models and equally effective provision in meeting pupils' differing and individual needs, including for vulnerable pupils, typify this high quality provision. Within this exemplary 'umbrella of care', there are two particular features worthy of note. These are the specialist support given to the pupils through the 'Intervention Programme', which currently also includes the work of the specialist Area Resource Base staff and the innovative home—school liaison work in supporting pupils and their parents. The school provides all pupils with good academic guidance.

Attendance is satisfactory, and is steadily improving. Most pupils attend well, but despite the supportive efforts of the school, several pupils do not attend regularly enough. Pupils' spiritual, moral and social development and their adoption of healthy lifestyles are good. These are evident in the way they undertake their day-to-day work in the school, kindly hold doors open for others, play, and learn amicably together. Pupils on the school council also act as good role models. They fulfil their duties diligently and contribute well to the life of the school.

The curriculum provided for the pupils is satisfactory. The pupils' great enjoyment of school and their good relationships are seen in their enthusiastic participation in the very good range of clubs made available to them. Other curricular strengths include the way learning in English, mathematics and science is well planned to meet pupils' needs. Pupils' learning opportunities across other subjects are generally satisfactory. There are good opportunities for pupils to contribute fully to the school and local cultural community. However, pupils are not provided with sufficient experiences to fully develop their understanding of wider British and global communities. Even so, pupils develop a good empathy towards others. Pupils say, 'Everyone is given a fair chance and we care about each other at this school.' These personal skills, in combination with their good academic achievement, prepare pupils well for the next stage of their education.

What the school should do to improve further

- Improve the quality of pupils' writing and numeracy skills, particularly pupils' spelling and punctuation and their ability to use number, for example, when tackling problems in mathematics.
- Increase the opportunities given to the pupils to learn about the things that are important to different communities in other parts of Britain and in other parts of the world.

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?	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/or disabilities make progress	2

Personal development and well-being

How good are 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
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
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 learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	1

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	1
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 eliminated	2
How well does the school contribute to community cohesion?	3
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

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.

Text from letter to pupils explaining the findings of the inspection

16 October 2008

Dear Pupils

Inspection of Robartes Junior School, Bodmin, PL31 1LU

Thank you for the way you made me feel very welcome when I visited your school. I thoroughly enjoyed talking with some of you and visiting your classrooms. I was particularly impressed by the way all the staff take exceptionally good care of you. I agree with you and your parents who feel that Robartes is a good school where you are all treated equally.

These are some of the other main things I found:

- Although the standards you reach in Year 6 are not quite as good as in most schools, they are improving and show that you have been taught well and have made good progress; many of you do even better in reading and in speaking and listening.
- Teaching is good because teachers and their assistants make sure you enjoy your work and are clear about what you are learning and what you need to do to improve.
- You clearly love coming to school and this is clear in the way you so willingly share ideas and participate fully in the very good range of clubs provided for you.
- Everyone who works at the school takes exceptionally good care of you, making sure you are safe and that if you have a problem someone is there to help you.
- Your headteacher is exceptionally good at involving all the other leaders in making sure the school meets your needs and continues to improve.

To assist the school in becoming even better I have asked the headteacher and teachers to help you to improve your spelling, punctuation and number skills. I have also asked them to provide you with more opportunities to learn more about different communities in other parts of Britain and the rest of the world.

I know you want to help to make your school even better and if you all work hard then you will achieve this.

With best wishes,

Alex Baxter Lead inspector

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