

# Mawnan CofE VA Primary School

## Inspection report

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<b>Unique Reference Number</b>	112002
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	357023
<b>Inspection dates</b>	8–9 March 2011
<b>Reporting inspector</b>	Richard Light

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	115
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pauline Smith
<b>Headteacher</b>	Randall Brook
<b>Date of previous school inspection</b>	6 March 2008
<b>School address</b>	Shute Hill Mawnan Smith, Falmouth Cornwall TR11 5HQ
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## Introduction

This inspection was carried out by two additional inspectors. Sixteen lessons or part lessons were observed, and four teachers were visited. Meetings were held with senior leaders, other staff with positions of responsibility, members of the governing body, parents, carers and two groups of pupils. Inspectors observed the school's work, and looked at the pupils' progress data provided by the school, pupils' books, records of monitoring carried out by the school, curriculum and action plans. Questionnaires from 58 parents and carers, 62 older pupils and eight members of teaching and support staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which teaching is sufficiently challenging to secure and maintain good progress and raise attainment.
- The impact of current strategies for assessing and monitoring pupils' learning on increasing their rates of progress.
- The use of systems devised by leaders and managers for self-evaluation to bring about improvements.
- How well planned activities are meeting the academic needs of all groups of pupils.

## Information about the school

The school serves a village overlooking the Helford River in Cornwall. It is a smaller than average sized school and most pupils live close by. Children in the Early Years Foundation Stage are provided for in a mixed Year 1 and Reception class. The school has a breakfast club on site managed by the governing body. The proportion of pupils known to be eligible for free school meals is below the national figure and most pupils come from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is similar to the national average. An above average number of pupils leave or enter the school other than at the normal times. The school has achieved an Activemark and has National Healthy Schools Status.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Mawnan Smith school provides a satisfactory education for its pupils. The school successfully works with partners to extend pupils' education beyond what would normally be expected. Together with the positive relationships between staff and pupils, this contributes to the good behaviour seen in lessons, around the school and during breakfast club.

With levels of skill similar to those expected when they begin at Mawnan Smith, children in the Early Years Foundation Stage settle quickly, making a sound start to their education. Pupils go on to make satisfactory progress in their learning relative to their starting points, as result of satisfactory teaching supported by some carefully targeted support. By the time they leave the school their attainment is broadly average. Some teaching lacks pace and a precise enough focus on learning to ensure faster rates of progress and assessment information is not always used effectively to plan sequences of lessons that build on pupils' prior learning.

The curriculum contains a range of activities that are successful in promoting pupils' contribution to their community. It is also effective in ensuring pupils understand how to lead safe and healthy lifestyles. This is reflected in the national awards gained by the school and the very high uptake of healthy school meals. The well-developed playing for success transition programme and above average attendance, combined with pupils' good application of their satisfactory literacy, mathematics, and information and communication technology skills in assemblies and many lessons, prepares them successfully for their future lives.

The headteacher provides honest, clear and thoughtful leadership for the school. He leads an established staff team that shares the school's aims and values. Good self- evaluation ensures the school has an accurate understanding of its strengths and areas for further development. The arrangements for monitoring teaching and learning, and school improvement plans are generally sound and identify broad areas for improvement, but there is insufficient follow-up action to ensure more rapid progress.

Since the last inspection, there have been improvements in the school's work which include new systems for recording pupils' progress, improved attendance and better attainment for Key Stage 1 pupils. The sound pace of improvement, combined with the school's use of resources to achieve satisfactory value for money, demonstrates that the school has a satisfactory capacity for further improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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## What does the school need to do to improve further?

- Raise attainment and accelerate rates of progress for all groups of pupils by:
  - establishing clear learning targets for all pupils
  - devising plans for extended writing opportunities
  - using assessment information more accurately to ensure that planned activities are more focused in meeting the academic needs of pupils.
- Improve the proportion of good teaching across the school by:
  - increasing the pace of teaching and the challenge offered to pupils, and raising expectations in lessons
  - providing clear and consistent marking that helps pupils know what to do next in their learning
  - planning lessons that focus precisely on what teachers want pupils to learn.
- Ensure that leaders and managers follow up their self-evaluation with actions which drive forward improvements and hold staff at all levels to account.

## Outcomes for individuals and groups of pupils

**3**

Pupils make satisfactory progress with their learning in the classroom and achieve well in many aspects of their personal development. Their interest in learning is stimulated when they have the opportunity to apply their skills in practical situations, such as using puppets to develop counting skills. Pupils' writing skills are not sufficiently developed in Years 5 and 6 as they have too few opportunities to write at length. Previous variations in the performance of different groups of pupils have now been levelled so that all groups perform satisfactorily, including those with special educational needs and/or disabilities.

Pupils enjoy coming to school, as shown by their above average attendance, because they feel valued. They conscientiously take on extra responsibilities around the school, for example by participating in the school council, running clubs for younger pupils or organising the annual 'dinner and dance' event. Participation as junior road safety officers and performances at Trebah Gardens help pupils make a good contribution to their community. Their understanding of moral dilemmas, such as those involved in temptation, is heightened by collective exploration and sharing in assemblies. In the same context, older pupils develop independence and responsibility, and apply their speaking and listening skills, when they write and perform their own hymns. Many pupils develop a thoughtful and mature environmental awareness and gain useful skills at popular clubs such as gardening or finding time for fund-raising activities organised by the school council. Helped by the valued parents and children together programme and the high profile given to e-safety, the overwhelming majority of pupils say they feel very safe in school.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teachers understand the pastoral needs of pupils well. They have good relationships with pupils and encourage them to participate widely in the life of the school. Staff deploy their subject knowledge soundly. Some lessons for older pupils lack pace while others in Key Stage 1 are over reliant on worksheets and lack the challenge necessary to enable pupils to make the best possible progress. Marking is regular but only occasionally shows pupils what they should do next. A calm and purposeful atmosphere exists in most classes. Teaching assistants contribute well to pupils' learning because they question and support pupils carefully, encouraging them to do as much as possible for themselves. Targeted action, including the use of information and communication technology programmes, to support the achievement of some boys' English work has had a positive impact.

Teachers have good systems for assessing pupils' attainment and recording their progress, although they do not always use this information to plan for pupils' next steps in learning; this results in many pupils not doing as well as they should. Pupils spoken to during the inspection said they found some marking helpful but were unsure of their targets for improvement.

The good curriculum provides a broad range of activities that effectively meet the different needs and interests of all pupils. The school uses the local environment very well to provide practical experiences for learning such as dinosaur hunting in the nearby National Trust Reserve and sailing with the Helford River Sailing Trust. The curriculum is enhanced

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by planned activities such as storytelling, which add impact to the already broad range of well-attended, extra-curricular clubs, including the breakfast club.

The strong staff teamwork and close partnership with parents, carers and other professionals underpin the school's caring and supportive environment. Individual education plans and detailed support, including good partnership arrangements with a wide range of external agencies, ensure that the needs of all pupils, including those whose circumstances make them vulnerable, are met well.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The school has a caring and thoughtful ethos based on honesty and integrity. The headteacher's open style of leadership is welcomed by all members of the school community. Pupils' successes are shared collectively and valued through displays on the 'golden gallery', in assemblies and in newsletters. The school is an environment where everyone is treated with trust and dignity. Some leaders and managers have assumed their responsibilities very recently. They have good analytical skills and subject knowledge, but have not yet used these to have an impact on pupils' progress. The school collects considerable quantities of data on the assessment and tracking of pupils' progress. However, action planning for improvements to the quality of teaching and learning informed by these data is less apparent.

Parents and carers receive good-quality, regular information about the personal care and progress of their children. One parental comment stated: 'Mawnan School has a special 'family' feel to it. All age groups play together, they support and look after each other. My daughter will miss the sense of 'belonging' when she leaves.' This view summarises the feelings of the majority of parents and carers who commended the positive ethos that permeates the school's work. Partnership links to the local secondary college are helping older pupils with their French. As part of its inclusive and caring ethos, the school promotes equal opportunities and does not discriminate. School values are well modelled and taught by staff, and have a positive impact on pupils' attitudes and personal development. The school promotes community cohesion well, as is demonstrated by the residential camp programme and the Japanese intern visitor. Local links are extremely strong.

The governing body provides a sound level of challenge and support for the school. Governors care deeply about the quality of education pupils receive and are involved in monitoring the school's work through visits to lessons and presentations from staff. Systems are in place to ensure statutory requirements are met and finances managed

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prudently. All staff and governors are well trained in child protection procedures, and adults are fully vetted and checked before they are employed by the school. Staff, pupils, parents and carers say that they feel very safe and secure with the school.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The Early Years Foundation Stage staff form positive links with families through the well-planned programme of induction. Good transition plans for children moving into Year 1 ensure a smooth passage to the next stage of their education. Parents and carers are provided with detailed information early, helping to ensure that children quickly develop positive attitudes to learning. Detailed observations that build on previous experiences are used to provide individual daily lessons in phonics (sounds and letters) and numeracy. Children's creative development is nurtured when they explore and investigate at length topics that interest them, such as dinosaurs. Activities such as making pancakes foster a collective community with children working well together and cooperating well with adults. The indoor and outdoor areas are well resourced and adapted to children's needs. The Early Years Foundation Stage leader has good, clear ideas on how to improve the setting further but these have yet to be implemented. As a result of the effective teamwork and sound leadership and teaching, children make satisfactory progress in lessons.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

A higher than average number of questionnaires was returned. One comment stated: 'The school has been very pro-active with supporting the needs of my child, I am sure that without this support he would have struggled. As a result he is a changed child.' Parents and carers hold positive views of most aspects of the school's work and recognise the safe and caring environment the school has created. A very small minority of parents and carers felt that communication could be improved or that their children were not making enough progress. Inspectors noted that the school has plans in place to address these concerns.

## Responses from parents and carers to Ofsted's questionnaire

The inspection team received 58 completed questionnaires by the end of the on-site inspection. In total, there are 115 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	71	12	21	5	9	0	0
The school keeps my child safe	40	69	17	29	1	2	0	0
My school informs me about my child's progress	26	45	19	33	13	22	0	0
My child is making enough progress at this school	27	47	17	29	14	24	0	0
The teaching is good at this school	23	40	22	38	10	17	1	2
The school helps me to support my child's learning	24	41	19	33	11	19	1	2
The school helps my child to have a healthy lifestyle	30	52	24	41	4	7	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)	29	50	19	33	6	10	1	2
The school meets my child's particular needs	28	48	21	36	9	16	0	0
The school deals effectively with unacceptable behaviour	22	38	23	40	7	12	3	5
The school takes account of my suggestions and concerns	26	45	18	31	10	17	1	2
The school is led and managed effectively	29	50	12	21	10	17	1	2
Overall, I am happy with my child's experience at this school	32	55	15	26	8	14	2	3

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



10 March 2011

Dear Pupils

**Inspection of Mawnan Smith Church of England Voluntary Aided Primary School, Falmouth, TR11 5HQ**

Thank you for the warm welcome when we visited your school recently. We were impressed by your good behaviour in lessons and around the school. We enjoyed seeing you in lessons, talking to you about your school and looking at your work. Yours is a satisfactory school.

We believe there are things that your school does well. All the adults in the school take good care of you and make sure you are very safe. Your attendance has improved. You say you enjoy being part of the school community and the exciting activities and visits teachers plan for you. You behave well, look after each other thoughtfully and gain good personal skills to help you grow up. You know the importance of eating healthily and taking regular exercise.

Your teachers work hard to make sure you are making progress. The teaching you receive is helping you to develop the skills you need in English and mathematics. We have asked teachers to make sure they challenge you more by giving you clear targets and feedback to help you make even better progress.

We have also asked the headteacher and his team to look more closely at all that is going on at the school and, where necessary, to implement improvements. In this way, they can all help to make your school an even better place in which to learn. ♦

I am sure that the school, with all your help, will continue to get even better. It was a pleasure to meet you all. Best wishes for your future success.

Yours sincerely

Richard Light  
Lead inspector

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