

Manaccan Primary School

Inspection report

Unique reference number	111815
Local authority	Cornwall
Inspection number	378364
Inspection dates	19–20 March 2012
Lead inspector	John Cavill

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	45
Appropriate authority	The governing body
Chair	Pam Miller
Headteacher	Tom Harman
Date of previous school inspection	13 November 2008
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Age group	4–11
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Introduction

Inspection team

John Cavill

Additional inspector

This inspection was carried out with two days' notice. The inspector visited eight lessons and observed three teachers. He had discussions with a member of the governing body, staff and groups of pupils. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked at a range of documents, including the school improvement plans and priorities for development. He analysed recent evidence on pupils' progress and performance, checked the procedures to safeguard children and analysed 18 questionnaires returned by parents and carers as well as those completed by staff and pupils.

Information about the school

Manaccan is a very small rural primary school. Almost all of the pupils are of White British heritage. The proportion of boys at the school is above average. The proportion of disabled pupils and those with special educational needs is average. There are no pupils who are known to be eligible for free school meals. There are two classes at the school; one caters for children in the Early Years Foundation Stage and Key Stage 1, and the other for pupils in Key Stage 2. The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress. The school is currently being led by an acting headteacher arranged through the Keskowethyans Four Schools Partnership, of which the school is a part. The Manaccan Playgroup is situated on the school site but is managed separately and was not part of this inspection.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

- This is a satisfactory school. The level of pupils’ attendance and the achievement in mathematics are not good enough yet to move the school to the next grade.
- Achievement is satisfactory. Pupils’ attainment in Year 6 is broadly average. Pupils make satisfactory progress from their starting points in Reception to when they leave school. However, they make better progress in reading and writing than they do in mathematics.
- The quality of teaching is satisfactory. Pupils are grouped by ability in lessons and the work broadly meets their needs. This is enabling them to make satisfactory progress. However, some pupils, especially the more-able, are not challenged enough to attain higher standards. Learning intentions do not focus on what the children are expected to learn and success criteria are not sharp enough.
- Behaviour and safety are satisfactory. Too many pupils do not attend school as regularly as they should and this lack of continuity limits their progress. However, pupils’ behaviour and safety in lessons and while at play demonstrates the strong relationships between the children and adults that exist at this happy school.
- Leadership and management are satisfactory. There is a clear vision for the school, which is shared by all staff. Morale is high and sustainable improvements have been secured. Effective performance review and monitoring procedures, supported by appropriate professional development, is leading to improvements in teaching. However, improvements put into place by the current leaders during the last two years are only recently being realised in improved pupils’ outcomes.
- 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?

- By July 2013, raise achievement in mathematics so that standards are comparable with those in reading and writing by developing more effective strategies in the teaching of mathematics.
- Improve the quality of learning in lessons and accelerate progress by:
 - increasing the challenge in lessons, particularly for the more-able pupils
 - making sure that the learning intentions explicitly describe what pupils are to learn with clear success criteria to raise expectations of what pupils can and should achieve.
- Improve pupils' attendance and develop strategies to monitor this more closely.

Main report

Achievement of pupils

When children start at the school in the Reception Year, they have skills that are broadly similar to those expected for their age. They make satisfactory progress in both the Early Years Foundation Stage and Key Stage 1, moving into Key Stage 2 with broadly average levels of attainment. Satisfactory progress continues through the rest of the school, with pupils leaving at the end of Year 6 with broadly average levels of attainment.

Overall progress in both English and mathematics is broadly average and improving. Attainment in mathematics is lower than in reading and writing, where strategies implemented to improve literacy skills have resulted in the improving attainment. The gap between English and mathematics is now closing following concerted efforts to raise standards through tracking pupils' achievements more closely, which is resulting in improved rates of progress.

All of the parents and carers who responded to the questionnaire believe that their children are making good progress. Pupils share this view, although in discussions they said they enjoy learning more when they are doing activities that make them work hard, especially when the work challenges their abilities. The inspector agreed that the pupils generally learn well at the school, especially when teachers make clear demands on them to achieve tasks which match their different abilities. This was seen in a Key Stage 2 numeracy lesson where pupils of different ages and abilities were working on a range of problem-solving tasks. Progress was good because the activities were both stimulating and demanding, with clear expectations of what they had to achieve. This was enhanced with some good questioning by the teacher to monitor progress. However, in some lessons, progress is more limited, especially for the more-able, because of uncertain expectations and success criteria where the focus is on doing the task rather than on what pupils are expected to

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learn.

Disabled pupils and those with special educational needs make good progress at the school when measured against their individual starting points. Individual education plans clearly identify the extra support pupils need, and interventions by teachers and teaching assistants are effective. Pupils' attainment in reading is average, both at the end of Key Stage 1 and by the time they leave the school, a view confirmed from listening to pupils read.

Quality of teaching

Satisfactory teaching has resulted in pupils' satisfactory progress. Teachers plan lessons well and the topic-based curriculum provides opportunities to develop core skills across all subjects. The school has secured improvements in teaching, including in the Early Years Foundation Stage, and much of what pupils experience now is good. However, the impact of these improvements has only recently been translated into improved progress for pupils.

Teachers know their children well. The classes have a mix of pupils from different year groups. There is a high proportion of boys at the school, but teachers ensure that activities generally meet the needs of all pupils, including disabled pupils and those with special educational needs. Teaching in some lessons is limiting better progress, especially for the more-able pupils. This is due to a lack of both challenge and clarity in teachers' expectations, and results in some pupils becoming disengaged with their learning.

Teachers use learning objectives regularly. These help direct lessons and identify tasks for the different groups of pupils so that they are able to reflect on their targets and make generally satisfactory progress. An example of where this was good was in a Key Stage 2 literacy lesson reporting on life when Mount Vesuvius erupted. Clear expectations were understood by pupils and they were regularly encouraged by the teacher, through 'pit-stops', to monitor their progress against their own targeted next steps. They made good use of the resources to support their learning and made good progress.

Assemblies are used as a focus for the spiritual development of the pupils and the 'Values for Life' permeate the school. Pupils are developing their spiritual, moral, social and cultural awareness across a number of subjects, and they are especially proud of the cultural links that they have with their Cornish heritage. The school is currently developing links with schools in Ghana and in different parts of the United Kingdom to enhance this provision further.

Parents and carers believe that the teaching is effective and is developing pupils' skills in communication, reading and mathematics. Pupils agree. The topic-based lessons enable pupils to develop these skills in different subject areas. Teachers' assessment of pupils' work is regularly undertaken and feedback from teachers provides satisfactory guidance on the next steps pupils should take.

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Behaviour and safety of pupils

Around the school, the pupils, including children in the Early Years Foundation Stage, are well behaved and courteous, demonstrating their strong moral code. At play, they look after each other well and understand the importance of personal safety. Parents and carers all agree that the school is very good at keeping their children safe, a view shared by pupils. All groups, including those whose circumstances may make them vulnerable, disabled pupils and those with special educational needs, report they are fully included in all activities and are well supported within the school.

In most lessons, behaviour provides for effective learning. However, in some lessons, where the level of challenge is not sufficiently demanding or the expectations are not clear, a few pupils become disengaged and cause some minor disruption. This is managed well by the teachers and pupils resume their work following instructions. Parents and carers believe that behaviour at the school is good. This is a view confirmed by pupils, but they recognise that when the work is not challenging they do get distracted.

Pupils report that there is no bullying of any kind. They know that any problems that they may have will be sorted out by the staff, and that any incidents are dealt with swiftly. In the Reception Year, routines are established quickly and well-structured activities are developing children's social skills and their understanding of personal safety.

Attendance is average but there are still too many children who are not attending the school as regularly as they should. This is having an effect on the progress that these children are making due to missing lessons and disrupting the continuity of their learning. The school has implemented some strategies to improve the pupils' attendance, but as yet is not having the desired impact.

Leadership and management

The acting headteacher has provided the school with a clear vision and, along with the governing body, all staff have an understanding of the school's strengths and weaknesses. The staff team share a common goal to improve the outcomes for pupils. This drive for improvement has been further strengthened and supported by the school's involvement in the Keskowethyans Four Schools Partnership, which enables the individual schools to share leadership responsibilities.

Teaching is monitored regularly by leaders and has resulted in some improvements. Lessons are generally providing pupils with opportunities to make progress, but some lessons need to focus the pupils more on the expected learning outcomes rather than what they are going to do. The school makes good use of the information collected about the quality of teaching to ensure that appropriate professional development opportunities are available through performance management procedures.

The school has been successful in improving the progress of pupils in English and

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securing the accuracy of the assessment data to improve the tracking of pupils' progress across the school. Leaders review the progress of individual pupils through regular meetings and monitor the teachers' work. This has resulted in pupils' satisfactory progress and teachers being able to identify pupils' needs and target suitable intervention activities to meet them.

The curriculum is organised in topic-based work, which provides opportunities for pupils to develop their core skills across different subjects. The impact is evident in the improvements seen in writing. The Early Years Foundation Stage curriculum provides a range of exciting topics and children make good use of the stimulating outdoor space. There is a good balance between child- and adult-initiated learning, which is enhancing the children's development of their investigative skills and independent learning.

The school ensures that it develops pupils' understanding of different cultures through visits and activities included in the curriculum. Discrimination is tackled effectively and leaders, including governors, ensure that all pupils have equal access to everything at the school, which is a very inclusive and cohesive community. Safeguarding procedures are managed robustly. All members of staff are fully trained and protect children well.

The self-evaluation undertaken by the school is accurate, with priorities for development embedded in the school improvement plan. The school's satisfactory capacity to improve is shown by a trend of steady improvement over the last two years, including successfully tackling the issues for improvement from the last inspection.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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 March 2012

Dear Pupils

Inspection of Manaccan Primary School, Manaccan TR12 6HR

Thank you for welcoming me to your school recently, talking to me about your work, and telling me about your school and what you like about it. I enjoyed talking to you and would especially like to thank those of you who met with me or completed the questionnaire.

I have judged your school to be satisfactory. I found you to be proud of your school, but too many of you do not attend as much as you should. If you do not attend regularly you will miss out on some learning that you need in the future. The adults in your school look after you very well and keep you safe, something both you and your parents agree with.

I have identified some areas that need improvement at your school. These have already been recognised by your headteacher and his team, and a start has been made to tackle some of them. I have asked your school to make sure that:

- you make better progress in mathematics
- teachers challenge you to learn and achieve more
- teachers tell you exactly what they expect you to learn in lessons
- you are encouraged to attend school more often.

I enjoyed coming to your school. All of you can help it get even better by continuing to work hard and concentrating on your work in every lesson.

Yours sincerely

John Cavill
Lead inspector

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