

# St Mark's C of E Primary School, Morwenstow

Shop, Morwenstow, Bude, EX23 9PE

**Inspection dates** 12–13 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- The school was found to be outstanding at its last inspection in 2010 and it remains so. The quality of teaching and hence pupils' achievement have improved further over the last three years.
- All pupils make rapid progress, particularly in learning to read and write, and in their understanding of mathematics. They read widely and develop their own interests and knowledge. They can apply mathematics to a wide range of problems, use information and communication technology (ICT) with confidence and are exceptionally good at collaborating with each other and working independently. Their attainment in national tests in English and mathematics at the end of Year 6 is well above average.
- Teaching is outstanding. Teachers have very high expectations of their pupils and plan excellent lessons that fully meet the needs of the wide range of ages and abilities of the pupils in each class. Teaching assistants are used very well and make an important contribution to the success of the teaching.
- Pupils behave exceptionally well both in and out of lessons. They listen to each other's contributions in class and treat both adults and other pupils with respect. There is little bullying, and rare occurrences are dealt with very well by adults. Pupils have a very good understanding of the dangers of bullying, especially cyber-bullying, and of how it may occur. They have a high level of understanding and tolerance of those of different faiths and cultural backgrounds.
- The school is exceptionally well led by the headteacher and governing body. The performance of staff is monitored and managed effectively, and morale is very high. Resources such as the pupil premium are used very well for their intended purpose, and the impact is monitored carefully, as is the progress of all pupils. The governing body has an exceptionally good understanding of the school and of its role in bringing about further improvement, such as by taking on the management of the pre-school which was at risk of closure.

## Information about this inspection

- The inspector observed nine lessons taught by three teachers. He made briefer observations of other activities, such as assemblies, and heard some pupils read. Most of these activities were conducted jointly with the headteacher. The inspector held meetings with the headteacher, a group of pupils and members of the governing body. He had a telephone conversation with a representative of the local authority.
- The inspector reviewed documentation including that relating to pupils' progress and achievement, their safety, and the school's evaluation of its own improvement. The responses of staff to a questionnaire and of 23 parents on the Parent View website were analysed, together with the contents of a letter from parents and the results of the school's own recent survey of parents' views.

## Inspection team

Paul Sadler, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This primary school is of much smaller than average size and serves a rural part of North Cornwall.
- The proportion of pupils with special educational needs supported by school action is average, while the proportion who are supported by school action plus is below average. These pupils have a range of needs, mainly moderate learning difficulties. There are currently no pupils with statements of special educational needs.
- The proportion of pupils known to be eligible for the pupil premium is average. The pupil premium provides additional funding for children in local authority care, pupils known to be eligible for free school meals and children of families in the armed services. No pupils who currently qualify for this funding have subsequently left the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- In 2012, the governing body changed the status of the school from voluntary controlled to voluntary aided. This change was made mainly to allow greater flexibility of decision-making over matters such as the dates of school terms.
- The school has recently become an associate member of the Bude Community's Schools' Trust, which promotes and enables collaboration between local schools.
- In 2012, the governing body assumed management responsibility for the pre-school located on the school site. The pre-school was not inspected on this occasion.

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

- Improve the consistency of the marking of written work to ensure that pupils are always clear about how they might improve their work further.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Children start school with skills and knowledge broadly as expected of those of their age. They make rapid progress in learning to read and write, so that by this late stage in the Reception Year, all can read basic words and phrases and most can write a simple sentence.
- In Years 1 and 2, these skills continue to develop rapidly and by the end of Year 2, pupils are writing at length, using correct spelling and punctuation. Mathematical skills also develop quickly, including the ability to recall facts such as times tables.
- In Years 3 to 6, all pupils make at least the progress expected of them in reading, writing and mathematics and at least half of the pupils make even better progress than this. A range of evidence shows that pupils currently in Year 6 are likely to have attained results in the national tests that are well above average, as was the case in 2012 in reading and writing. In mathematics, minor shortcomings were quickly identified and put right.
- In 2012, there were too few pupils in Year 6 in receipt of the pupil premium to comment on their attainment. Well-founded predictions suggest that in 2013, the attainment of Year 6 pupils in receipt of the pupil premium will be similarly as high as that of all other pupils in English and mathematics. This has generally been the case in recent years, although the numbers of pupils involved are very small, making direct comparison unreliable.
- Pupils are particularly adept at undertaking research and solving problems. For example, pupils in Years 4, 5 and 6 researched the amount and cost of soft drinks consumed by the class in one week. They extrapolated their results to consider longer periods of time and greater numbers of children, and considered the impact of factors such as seasonal fluctuations in consumption. Spreadsheets were used to present their findings in a variety of formats.
- Those eligible for the pupil premium make excellent progress because they receive additional support tailored to their needs. For example, the parent of one such pupil explained how weaknesses in mathematics had been identified on the child's arrival at the school, and were quickly rectified. Those with special educational needs also make excellent progress as this is monitored effectively and is accelerated by the work of teaching assistants.
- All pupils read widely and for their own interest. A pupil in Year 3 had undertaken independent research on facts about Australia and had written an accurate account of her findings. Pupils in Years 4, 5 and 6, having read works by Enid Blyton, discussed differences in the language used by children in the 1950s and today, in preparation for writing a piece in the style of the author.
- Pupils' excellent spiritual, moral, social and cultural development is demonstrated by their high levels of empathy. For example, they show great interest and understanding about the issue of ethnic segregation in 1950s America, and how this was resolved by the work of Martin Luther King and others.

### The quality of teaching

### is outstanding

- Of the teaching seen during the inspection, all was at least good and two-thirds was outstanding. Outstanding teaching was observed in all classes. Evidence from monitoring, pupils' work and teachers' planning shows that teaching is always of a very high standard.
- Teachers have very high expectations of their pupils. In Years 4 to 6, pupils researched the background to images of the 1960s. Some of these required sophisticated interpretation, such as the speech in which President Kennedy stated: 'Ich bin ein Berliner.'
- Teachers and their assistants adapt the work very well to meet the needs of their pupils. In work on money, Year 2 found the total value of piles of coins while Year 3 calculated the change received from various purchases. Coins were added or new problems devised to meet the needs of higher attaining pupils.
- Questioning is used very well to extend pupils' learning. In Year 1, the teacher asked specific pupils to recount and sequence a story. Others listened quietly, allowing the selected pupils to

give extensive answers.

- Teachers are aware of those in their classes who are eligible for the pupil premium, or who have special educational needs. They ensure that these pupils receive appropriate support in order to make the best possible progress. This demonstrates the commitment of staff to promoting equality of opportunity.
- Pupils especially value the feedback they receive when discussing their work with adults. They understand their targets and know how well they are doing. However, as senior leaders recognise, the quality of marking lacks consistency, especially in mathematics, so pupils do not always have a reminder of how they might improve their work.

### **The behaviour and safety of pupils** are outstanding

- Pupils and their parents agree that behaviour at the school is very good. A perceptive Year 6 pupil commented that 'adults are always calm, so the children are usually calm, too'. This demonstrates the school's excellent development of positive relationships. Children in the Reception Year rapidly acquire the social skills needed to succeed at school.
- A notable feature is that pupils have the confidence to share emotions and beliefs with other pupils without fear of ridicule. In a whole-school assembly on 'sharing', pupils suggested sharing emotions such as 'happiness', as well as sharing physical items. This is an example of their very good spiritual, moral and social development.
- The school's good records confirm that there is very little bullying and that it is dealt with effectively, showing that discrimination is not tolerated. Pupils can recall isolated cases of bullying in the past and the seriousness with which adults responded. They are especially aware of the importance of safe use of the internet and can explain strategies to achieve this.
- Pupils also have good awareness of safety in their rural environment, such as when playing near water or farm machinery. A visit to Plymouth was used effectively to develop an understanding of road and personal safety in a busy urban environment, as well as to broaden pupils' understanding of cultural diversity.
- Attendance is well above average and has improved since the last inspection. Pupils are punctual to school and lessons. Rare cases of persistent absence are quickly spotted and tackled.

### **The leadership and management** are outstanding

- Leaders and managers strive successfully to ensure continued outstanding effectiveness. For example, when progress in mathematics was identified as a little slower than that in reading and writing, steps were immediately taken to put things right by increasing the emphasis on mental mathematics and problem-solving skills.
- Teaching and other aspects of the school's work are monitored regularly to provide evidence for the management of staff performance. The outcomes are reported to the governing body in an appropriate manner. Those teachers on the higher pay scale have suitable additional leadership responsibilities to ensure good value for money.
- There is a clear vision for the future that is shared by staff, governors and parents. This is shown by recent decisions such as to take on management of the pre-school, change to voluntary aided status and to become a member of the local educational trust. The latter has increased the capacity for staff development and access to additional resources such as specialist sports coaching.
- Senior leaders and governors strive to ensure the curriculum is broad and challenging. Aspects such as science, music and religious education are given appropriate emphasis.
- Less experienced teachers are supported very well and say their colleagues make time and effort to help them to improve their skills.
- Parents have a high level of confidence in the school. They feel appropriately consulted and

rightly hold teaching and leadership in high regard.

- The local authority and Anglican diocese provided an appropriately light level of support. The local authority was effective in using the skills of the headteacher to support a school where improvements were needed.

■ **The governance of the school:**

- is highly effective. Governors give much time and have a broad range of skills that are used for the school's benefit. They monitor the school's work, including teachers' performance and pay, in an appropriate manner and challenge staff to improve, for example, pupils' attendance. They have a good understanding of how the school's performance relates to that of schools nationally, and of the impact of the pupil premium on the progress of pupils. All governors have undertaken recent training, for example on the interpretation of data. The governing body successfully fulfils its responsibilities to keep pupils safe, several governors having undertaken training for the safer recruitment of staff.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	111992
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	412428

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	82
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Maria Baston
<b>Headteacher</b>	Janette Creber
<b>Date of previous school inspection</b>	27–28 April 2010
<b>Telephone number</b>	01288 331395
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<b>Email address</b>	secretary@st-marks.cornwall.sch.uk

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