

# Mawnan Church of England VA Primary School

Shute Hill, Mawnan Smith, Falmouth, TR11 5HQ

**Inspection dates** 9–10 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- This is a rapidly improving school where pupils make good progress and achieve well. The consistently good and often outstanding teaching they receive reflects this.
- Pupils of all abilities, including disabled pupils, those with special educational needs and pupils who are eligible for additional pupil premium funding, make good progress in English and mathematics. This prepares them well for the next phase in their education.
- In lessons, pupils' attitudes towards their work are exemplary, demonstrating their thirst for learning. Around the school, they are highly respectful and considerate, showing how proud they are of their school where everyone is valued and treated as an individual.
- Children in the Early Years Foundation Stage have a good start to their education as leaders ensure they benefit well from learning in a creative and stimulating environment. Excellent use is made of the outdoor space and the local environment.
- Pupils respond to teachers' high expectations in lessons by working hard. They are taught at an early age to be self-motivated and are able to manage their own learning well. Teachers monitor pupils' progress regularly, encouraging them onto harder work.
- The headteacher gives the school inspirational leadership. All staff share a commitment to ensure that all pupils are encouraged to do their very best.
- Governors provide good support and challenge to leaders. This has been successful in sustaining good achievement for all pupils.

### It is not yet an outstanding school because

- Pupils' opportunities to think and learn by themselves are sometimes limited by having to spend too much time as a whole class on activities led by the teacher.
- Teachers are not always challenging pupils to take greater care in the way they present their written work.
- Teachers are not providing pupils with enough opportunities to develop their extended writing skills.

## Information about this inspection

- The inspector visited nine lessons and observed five teachers. The headteacher joined the inspector for a number of observations. In addition, the inspector made a number of short visits to small-group work to look at the teaching of phonics (linking letters and sounds) and additional support in numeracy and to observe the work of teaching assistants.
- Discussions were held with the headteacher, staff, pupils, governors and a representative from the local authority.
- The inspector observed the school's work and looked at a range of documents, including the school improvement plans, priorities for development, achievement data and documents relating to safeguarding children.
- The inspector took account of the 20 responses that were received from parents to the Parent View online questionnaire, the nine responses to the staff questionnaire and two letters from parents during the inspection. The inspector also spoke to some parents at the start of the school day.

## Inspection team

John Cavill, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Mawnan is a smaller than average-sized primary school.
- Children in the Early Years Foundation Stage are taught in a Reception class with some pupils from Year 1. All other classes contain pupils from two year groups.
- Almost all pupils are from White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils who are known to be eligible for the pupil premium, (which provides additional funding for pupils known to be eligible for free school meals, for children from armed service families and for looked after children) is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school manages a breakfast club for the pupils, which was part of this inspection.

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

- Improve the quality of teaching to outstanding overall, to increase pupils' achievement, by:
  - ensuring pupils spend as much time as possible working independently, by limiting the time they spend as a whole class being led by the teacher
  - providing more opportunities for pupils to practise their extended writing skills in other subjects
  - ensuring teachers demand high standards and quality presentation from pupils in their written work.

## Inspection judgements

### The achievement of pupils is good

- Children start in Reception with skills, knowledge and experiences that are similar to the levels typically expected for their age. Well-planned arrangements to support their transition to school ensure they are ready to learn and consequently they make good progress from the start.
- Children continue to make good progress in Reception because teaching is good and learning activities are sharply focused on meeting pupils' individual needs, abilities and aspirations. Consequently, most children move into Key Stage 1 with attainment in all areas of development that is above, and often well above, average.
- Achievement has improved rapidly since the previous inspection. All groups of pupils make at least good progress, with some recording exceptional gains. This is leading to attainment in English and mathematics being at least similar to and, for many pupils, above the national average. This is set to rise again this year, ensuring pupils leave the school prepared well for the next stage in their education.
- The proportion of pupils who make and exceed the expected rate of progress is continuing to improve.
- Disabled pupils and those who have special educational needs make good progress throughout the school from their starting points. Expertly targeted additional support, skilfully delivered by teachers and teaching assistants, ensures that the needs of these pupils are fully met, complementing the work done in the classrooms. This promotes equality of opportunity in this inclusive school.
- The attainment of the small number of pupils who benefit from the pupil premium funding in the national tests at the end of Year 6 in 2012 was equal to that of other pupils in both English and mathematics. Inspection of the progress of current pupils shows that all groups are making similarly good progress in all subjects.
- A programme to support the teaching of phonics is rapidly improving pupils' progress in reading and writing. Pupils in the Year 1/2 class were successfully developing sentences using similes to describe the shape, feel and sounds that leaves make in preparation for a poem they are writing. They read books fluently and standards in reading are above average at the end of both Key Stages 1 and 2.

### The quality of teaching is good

- Teaching is consistently good, with some that is outstanding. It has improved substantially since the previous inspection and is the main reason for pupils' good achievement.
- School leaders have extremely high expectations of the teachers and check their performance regularly. Together, leaders and teachers share a common belief that all pupils deserve a good education and are seeking to continually improve. Pupils say that the teachers 'teach us well'.
- Planning of lessons is highly effective and tasks are designed well to meet the needs of all pupils in the mixed year classes. All pupils, including disabled pupils, those who have special educational needs and those in receipt of pupil premium, are focused on their learning, keen to work together and are eager to succeed. This results in classrooms full of pupils who work hard and have excellent attitudes towards their learning.
- In the best lessons, teachers expect pupils to be able to think and learn by themselves. In the Year 3/4 mathematics lesson, pupils were sorting a wide range of 2D shapes into separate categories using a Venn Diagram. The teacher enabled them to make outstanding progress by not providing the answers and by challenging them to find out by themselves, using other pupils or the extensive resources on the 'working wall' to support aspects they were unsure about. However, this is not always the case and occasionally teachers spend a little too long leading the whole class through the task, limiting pupils' learning.
- Teachers mark pupils' work regularly, supporting the pupils' self-assessment they have already

done and indicating the next steps they have to take in order to improve their work. Pupils use this information and show that they have improved in the work they undertake next. However, teachers need to challenge pupils more and accept nothing but work that is well presented and written neatly.

- Teachers do not give pupils enough regular opportunities to write at length by themselves. This is limiting pupils in accessing the higher levels in writing.
- Teaching in the Early Years Foundation Stage is highly effective. Work is precisely planned to reflect the backgrounds of the children and the local environment. The current theme in the Reception class, of the sea and the seaside, was used to great effect, with children creatively making models of sea creatures out of shells and other materials. This followed a session earlier in the day where they, along with pupils in Year 1, looked at a selection of locally caught fish from the sea to stimulate their descriptive writing.
- Almost all parents who spoke to the inspector and most who responded to the online questionnaire said that teaching is good.

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

- Pupils' attitude to learning is outstanding. They are always ready to learn and keen to get started when they come into class. In lessons, they contribute fully and respect their teachers highly. Their behaviour in lessons and around the school is exemplary and they are rightfully proud of their school.
- All pupils, including children in the Early Years Foundation Stage, say that they feel safe in school and very secure. All parents agree. Pupils report that adults at the school will deal with any problems they may have quickly and effectively.
- The systems at the school to manage behaviour are very well understood by both staff and pupils. However, the procedures are usually only required occasionally, as most pupils are very able to manage their own behaviour, understanding the difference between right and wrong. Pupils are rewarded regularly for positive attitudes and good work.
- Pupils are fully aware of what constitutes all sorts of bullying, including cyber bullying and the use of social networking sites. The very few logged incidents of bullying that have been recorded at the school have been successfully resolved. Almost all parents and all pupils asked believed that bullying was not an issue at the school.
- Pupils are keen to come to school and are punctual. Attendance is average and has improved. The school is working hard with parents to raise their awareness of the impact of pupils not attending regularly, as this has a negative impact on their progress.
- Pupils are very keen to take an active part in all activities that are organised at the school, as was seen in their excitement at the sports day that took place during the inspection. They are especially appreciative of the wide range of visits and trips that the school organises for them and the school council provides pupils with an opportunity to help manage their school.
- The popular breakfast club that is managed by the school and operated by parent volunteers provides pupils with a social and well-behaved start to the school day.

### **The leadership and management are good**

- The headteacher has a clear vision for the school and a determination that demands it continues to improve. Supported by an effective team of leaders and governors, rapid improvements have been brought about and secured, especially in the quality of teaching and pupils' achievement.
- Leadership at the school has been strengthened successfully by improved leadership of subject areas by middle leaders and an increased capacity at senior leadership level, with the chair and vice-chair of governors joining the school leadership team.
- Leadership of the Early Years Foundation Stage is outstanding. Excellent arrangements to ensure children are fully ready to start at school and high expectations linked to excellent provision

while they are at school in the Reception class provide these children with a superb start to their school life.

- The leadership of teaching is good and the management of teachers' performance has been used to support improved teaching well. There is a good team approach at the school and staff morale is high. All staff are committed to help further improve the school. Leaders make sure that, where applicable, the levels of pay awarded to teachers reflect how well their pupils learn and any leadership responsibilities that they have.
- Leaders track regularly how well pupils are doing. Challenging targets are set to continually improve the performance of individuals and groups, including those who are disabled, have special educational needs or are supported by pupil premium. Regular pupil progress meetings are held and used to identify any underperformance. This allows leaders to target where additional support is needed and monitor the effectiveness it has had on improving pupil outcomes.
- The curriculum is stimulating and varied. Topics are developed to reflect the needs and aspirations of the pupils. The curriculum is managed very well to ensure that all subjects are given equal status. Visits and residential visits, such as the Year 5/6 camp at Camp Kernow, an eco-friendly centre, and their recent visit to the iron age fort at Castle-an-Dinas helps pupils to develop their understanding of local history while considering how their local area has changed both socially and culturally. Assemblies and opportunities to sing and act in the regular school presentations help pupils develop their social, moral, cultural and spiritual skills.
- The school's self-evaluation is accurate and improvement plans are clearly focused on continuing to raise pupils' achievement.
- The local authority has provided some focused support, following the previous inspection, to support the leadership team to improve teaching at the school but is now providing a light touch support to this good school.
- **The governance of the school:**
  - The governing body has a good understanding of the school. Governors are clear about how well pupils are progressing and are aware of the results pupils attain in national tests and how they compare nationally. They monitor the quality of teaching to check the effectiveness of teaching. Governors understand the areas that the school needs to develop and are fully involved with leaders to see through the school development plan. They understand how each member of staff is paid according to his or her experience and performance. Governors have a clear understanding of how the pupil premium is allocated and its successful impact on improving levels of pupil attainment. The governing body ensures the school meets its statutory safeguarding requirements and is highly supportive of everyone there. Governors provide support and challenge to the school's leaders and the governing body and benefit from regular training opportunities to improve their effectiveness.

## 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>	112002
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	405370

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>	106
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Elizabeth Hoskins
<b>Headteacher</b>	Randall Brook
<b>Date of previous school inspection</b>	8–9 March 2011
<b>Telephone number</b>	01326 250660
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