

Manaccan Primary School

Church Town, Manaccan, Helston, TR12 6HR

Inspection dates 15–16 October 2013

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|--------------------------------|----------------------|--------------|----------|
| Overall effectiveness | Previous inspection: | Satisfactory | 3 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- The headteacher provides calm, steady and effective leadership and management which has led to consistent improvement in pupils' achievement and the quality of teaching since the last inspection.
- Pupils achieve well in reading, writing and mathematics and the school has narrowed the gap in pupils' attainment between mathematics and English. However, standards in writing are not yet as good as pupils attain in reading.
- Pupils who have disabilities or special educational needs, and the few pupils supported by the pupil premium, are making good progress because teachers plan carefully to meet their needs, and provide additional support where necessary.
- There is now a stable teaching team which has benefitted from strong links across the federation. As a result, the quality of teaching is consistently good and sometimes outstanding.
- Pupils behave well in and around school. They are friendly and polite and enjoy warm relationships with each other and the staff.
- Governors have worked hard to build the federation with a local primary school and a wider partnership of schools. This has helped improved the achievement of pupils.
- The school is very inclusive and staff ensure all pupils have an equal opportunity to succeed and to participate in the wide range of activities and events provided, with no discrimination of any kind.

It is not yet an outstanding school because

- There is not yet enough outstanding teaching to raise achievement further, particularly in writing.
- The writing skills of some pupils are under-developed because they are not given enough independence to write freely.
- Although the governing body knows the school well, they have not yet been rigorous in comparing the school's performance with schools nationally.

Information about this inspection

- The inspector observed six lessons or parts of lessons, including three which were joint observations with the headteacher. She looked at examples of pupils' work in their books.
- The inspector listened to pupils read from Years 1, 2 and 6.
- She held a meeting with six pupils representing Key Stage 2 and spoke to more pupils during playtime and lunchtime to gain their views of the school.
- The inspector met with two members of the governing body and had a telephone conversation with a representative of the local authority.
- The inspector met regularly with the headteacher and with the senior teacher to discuss a range of the school's work and activities.
- Two joint meetings took place with governors and senior staff from both schools in the federation and the lead inspectors for each school.
- The inspector examined a range of school documentation including statutory policies and other documents relating to safeguarding. In addition, she looked at the school's self-evaluation, records of pupil progress and discussed the school development priorities with the headteacher.
- The inspector could not consider responses to the on-line questionnaire (Parent View) as there were insufficient responses. However, she spoke to several parents in the playground. She took account also of nine responses to the staff questionnaire.
- The inspector paid a brief visit to the breakfast club.

Inspection team

Anne Newall, Lead inspector

Additional Inspector

Full report

Information about this school

- Manaccan Primary is a very small primary school situated in a rural area.
- All the pupils are of White British heritage.
- The proportion of pupils supported at school action is well below average as is the proportion supported at school action plus or with a statement of special educational needs.
- Very few pupils are eligible for support provided by the pupil premium (which provides additional funding for pupils who are entitled to free school meals, the children of service families or who are in the care of the local authority).
- Pupils are taught in mixed year group classes. There is one class for children in the Early Years Foundation Stage and Key Stage 1. Pupils in Key Stage 2 are taught in two classes in the mornings, one for Years 3 and 4 and the other for Years 5 and 6. During the afternoons they are taught in one combined class.
- The number of pupils in Year 6 in 2012 was below 11.
- The headteacher was appointed on a permanent basis in September 2012, leading this school as part of a federation with a local primary school with a shared governing body. Both schools are members of a larger partnership of five schools, of which he is also headteacher. The governing body is not responsible for the other three schools.
- There is an on-site breakfast and after-school club which is managed by the governing body and therefore formed part of this inspection.

What does the school need to do to improve further?

- Increase the proportion of teaching that is outstanding to raise pupils' attainment further, particularly in writing, by:
 - giving pupils more independence and more opportunities to write freely and at length
 - ensuring that the presentation of pupils' written work is of a consistently high standard.
- Improve the ability of governors to fully challenge the school to raise achievement further by:
 - ensuring the school provides the governing body with regular and frequent analyses of pupils' achievement so that governors can compare it to the pupils' achievement in similar pupils nationally

Inspection judgements

The achievement of pupils

is good

- Very small numbers of children join the Early Years Foundation Stage each year, with varying skills and abilities for their age. Due to well planned activities, an inviting well-resourced environment and good teaching, which takes account of their needs well in a mixed-age class, Reception Year children make good progress. Their transition into Key Stage 1 is eased because the staff know them extremely well and this enables continuity of learning.
- During Years 1 and 2 pupils continue to make good progress, including in English and mathematics, so that they reach standards similar to or above the national average.
- Phonics (letters and the sounds they make) is taught well and the proportion of pupils meeting the expected standard in the national Year 1 phonics screening check is above the national figure. Pupils become good readers as a result, and this was confirmed by the pupils' good standard of reading heard during the inspection. Pupils read confidently and were happy to discuss the stories they were reading and different types of books.
- Evidence from pupils' work and teachers' assessments confirms that pupils continue to make good progress in Key Stage 2 from their individual starting points.
- The separation of the Key Stage 2 pupils since September 2012 into a Year 3 and 4 class and a Year 5 and 6 class for the teaching of literacy and numeracy each morning has enabled the teachers to more accurately meet the wide ranging needs of their pupils, including the most able. Consequently, pupils are making more rapid progress. Standards at the end of Key Stage 2 rose in 2012 and again in 2013 and are now above the national average in English and mathematics.
- Pupils with special educational needs and disabled pupils make good progress because they receive closely targeted individual support. The gap in their attainment and that of other pupils is narrowing as a result.
- The attainment of some groups of pupils who were affected by weak teaching and inaccurate assessment of their progress before the last inspection is still below the standard expected for their age, particularly in writing. They are catching up, but many are over dependent upon adult support, lack confidence in tackling writing, and are not given enough opportunities to write at length.

The quality of teaching

is good

- Teaching is good, and some is outstanding. As yet, not enough is of the quality necessary to ensure outstanding achievement, particularly in writing.
- Teachers are precise in their planning, managing the challenges of mixed age and mixed ability classes well, to ensure that the needs of all their pupils are met. They use pupils' ideas to plan and adjust the curriculum to ensure that learning is exciting and motivating. In a Year 3 and 4 lesson pupils produced high quality bar charts from data they gathered from timing the spin of gyrocopters and then wrote their own questions for friends to answer. This enabled the pupils to make good gains in their mathematical skills.
- Much learning takes place in the school's beautiful outdoor environment, which pupils enjoy. As one pupil said 'I loved the treasure hunt, but it was maths really.' Pupils also enjoy growing a range of fruit, vegetables and flowers.
- During lessons teachers closely observe their pupils to check understanding and vary their questioning so that pupils are encouraged to think. Good use is made of talk-partners so that pupils can discuss their ideas, building their confidence. Very occasionally, however, there are missed opportunities to extend the pupils' vocabulary.
- Pupils show a very good level of skill when using computers, for example, to produce PowerPoint presentations on their research about Egyptian gods.
- Teachers mark the pupils' work in detail and give them clear guidance on how to improve it. Increasingly, pupils are given opportunities to respond. The pupils understand their individual

targets and are keen to do well. Work in pupils' books is of a good quality, although its presentation does not always reflect this.

- Teaching assistants provide valuable support and know the pupils well. They use their initiative, for example, in adjusting the teacher's planned activity to follow the pupils' interests, yet still meeting lesson learning objectives.
- On occasions, pupils are over dependent upon adult support and do not demonstrate sufficient independence in learning, especially when developing their writing skills. This can have a limiting effect on the progress they are capable of making.

The behaviour and safety of pupils are good

- There is an extremely caring and supportive environment in the school. Parents believe that their children are well cared for and are safe and secure.
- The relationships between pupils, and between staff and pupils, are excellent. As a result, there are rarely any instances of misbehaviour.
- Pupils have a good understanding of the nature of bullying in its various forms, including cyber-bullying. They learn how to keep themselves safe, including when using the internet. The schools records of behavioural incidents show no evidence of any bullying.
- Pupils say they know who to talk to if they have any concerns, and they are confident that they can turn to any adult in school for help if they need it.
- The majority of pupils show a very positive attitude to learning, although there are rare occasions when some pupils need to be reminded to focus upon their work.
- The attendance of pupils has improved since the last inspection, and is now above average.

The leadership and management are good

- The headteacher, supported effectively by a recently appointed assistant headteacher, provides steady and determined leadership which has resulted in growing confidence and stronger leadership across the federation. As one member of staff commented, 'he trusts us and believes in us.' Staff and governors fully support the headteacher in achieving his vision for continued improvement.
- Membership of the federation and wider partnership of schools has contributed to improvements in leadership and management and the combining of resources has ensured financial sustainability. The schools are keen to help each other, for example, by sharing the best practice in teaching and learning. This has already led to improvements in achievement for pupils at Manaccan and confirms that the school has the capacity to improve further.
- Leaders and managers monitor and evaluate the school's work robustly, with action being taken promptly to address any areas of concern. Identification of gaps in the progress of some groups of pupils, for example, led to the appointment of an additional teacher. Similarly, when it became apparent after the last inspection that some assessments of pupils' work were not secure, teachers worked with others from the federation and partnership to ensure consistency of judgements.
- The curriculum is carefully planned across the federation, with common themes for the topic based learning. There is a strong focus upon reading, writing and mathematics and topics such as 'Back to the Future' bring learning alive for pupils.
- The school is very inclusive and staff ensure all pupils have an equal opportunity to succeed and to participate in the wide range of activities and events. Discrimination of any kind is not tolerated.
- A wide range of visits and visitors enriches the curriculum and pupils also receive specialist tuition in music. They enjoy art, drama, and musical extra-curricular activities. Pupils participate in numerous sporting activities. As the school is situated in an area bordered by the Helford river and the Atlantic Ocean, pupils rightly learn to sail, surf and swim. Some events involve other schools in the partnership, such as sports days. These activities give pupils a wealth of experiences which contribute to their good spiritual, moral, social and cultural development.
- The federation has planned to pool the extra sports' funding to be provided by the government

in order to employ a specialist physical education teacher who will work across the five schools.

- Parents have confidence in the school to provide well for their children. Communication is good, and parents are happy to approach any member of staff.
- The local authority carries out light touch monitoring of the school.
- **The governance of the school:**
 - Governors are knowledgeable and experienced and have been instrumental in improving the school through their support for the federation and partnership. They undertake training to help them to improve their skills. Governors keep a close eye on the school's work and continue to challenge school leaders about the school's effectiveness. However, the information they receive from the school regarding pupils' progress does not always include the detailed analyses they require in order to compare the school's performance to that of schools nationally. It does, however, contain sufficient information to enable governors to ensure that the performance management of teachers is linked to pupils' progress and attainment and to the national standards and pay scales of teachers. Governors track the impact of their budgetary decisions carefully. They ensure that the extra money the school receives for the very small number of pupils supported by pupil premium funding is spent wisely. Governors are diligent in ensuring that policies and procedures relating to safeguarding are consistently implemented.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 111815 |
| Local authority | Cornwall |
| Inspection number | 426780 |

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

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| Type of school | Primary |
| School category | Maintained |
| Age range of pupils | 5–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 39 |
| Appropriate authority | The governing body |
| Chair | Pam Miller |
| Headteacher | Tom Harman |
| Date of previous school inspection | 19–20 March 2012 |
| Telephone number | 01326 231431 |
| Fax number | 01326 231431 |
| Email address | secretary@manaccan.cornwall.sch.uk |

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