

St Mabyn Church of England Primary School

St Mabyn, Bodmin, PL30 3BQ

Inspection dates 26–27 November 2014

Overall effectiveness	Previous inspection:	Not previously inspected as an academy
	This inspection:	Requires improvement 3
Leadership and management		Requires improvement 3
Behaviour and safety of pupils		Good 2
Quality of teaching		Requires improvement 3
Achievement of pupils		Requires improvement 3
Early years provision		Good 2

Summary of key findings for parents and pupils

This is a school which requires improvement. It is not good because

- Leaders' actions have not yet brought sufficient improvements in pupils' progress, especially in Key Stage 2, to ensure pupils' achievement is good over time.
- Teaching requires improvement because pupils' progress has been variable, especially in mathematics and writing.
- Subject leaders do not effectively check the quality of teaching so that it consistently improves pupils' progress.
- Pupils of average ability are not always moved on quickly enough to more demanding tasks so they can make the best possible progress.
- Pupils' progress in mathematics requires improvement because they have too few opportunities to apply their mathematical skills in solving real-life problems.
- There are not enough occasions for pupils to write at length and this hinders their progress in literacy.
- The progress pupils make from their starting points is not consistently good enough so that achievement by the end of Key Stage 2 requires improvement.

The school has the following strengths

- Governors' actions are now bringing improvements in the school's performance.
- The executive headteacher, supported by the head of school, are taking measures to improve the quality of teaching so that pupils' progress is improving.
- Pupils' spiritual, moral, social and cultural development is promoted well by the school.
- The behaviour of pupils is good. The school's work to keep pupils safe is good. Pupils say their teachers are very caring and helpful.
- Children in early years provision make good progress. They enjoy a range of activities which effectively promote their wellbeing and develop their basic skills.

Information about this inspection

- The inspector observed learning in seven lessons, of which five were jointly seen with the executive headteacher. The inspector also listened to pupils read and looked at pupils' work.
- The inspector met with pupils and talked with them about their learning. Meetings also took place with a governor, the executive headteacher, subject leaders and representatives from the academy trust.
- The inspector reviewed documentation, including safeguarding, how the performance of staff is managed, behaviour and safety, attendance and checks on pupils' attainment and progress.
- The inspector took account of the 23 responses by parents to the online questionnaire (Parent View) and ten returned staff questionnaires.

Inspection team

Howard Jones, Lead inspector

Additional Inspector

Full report

Information about this school

- St Mabyn is much smaller than the average-sized primary school.
- In the Early Years Foundation Stage, there is one full-time class in Reception which also forms part of a mixed Year 1 class.
- Most pupils are of White British heritage.
- When compared with national figures, the proportion of disabled pupils and those who have special educational needs is above average.
- The proportion of pupils receiving support from the pupil premium funding is below average. This is additional government funding to support those pupils in the school who are known to be eligible for free school meals or those who are in care.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school converted to an academy school on 1 December 2012. It became part of The Saints' Way Church of England Multi-Academy Trust. When its predecessor school, of the same name, was last inspected by Ofsted, it was judged to be good overall.
- There is a head of school and the executive headteacher oversees other schools within the trust. The governing body manages one other school within the trust.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better in order to raise pupils' achievement, by:
 - regularly checking the understanding of pupils of average ability to more effectively challenge them to achieve the higher levels and so make the best possible progress
 - improving pupils' progress in mathematics through increased opportunities for them to apply their numeracy skills to solving real-life problems
 - developing pupils' literacy skills through more occasions for them to practise writing at greater length.
- Increase the impact of school leaders by:
 - enabling subject leaders to more effectively evaluate their areas of responsibility and so have a greater impact on improving the progress pupils make.

Inspection judgements

The leadership and management

require improvement

- Achievement over time requires improvement. Actions taken by the executive headteacher are securing improvements in the quality of teaching and closing gaps in pupils' understanding. As a result, pupils' progress is improving, but this has yet to be reflected in national tests.
- Subject leaders do not effectively evaluate how their actions are bringing about improvements for pupils within their area of responsibility. As a result, checks on whether pupils are making consistently strong progress as they move through the school are not sufficiently rigorous.
- The school has the capacity to sustain improvements. Colleagues within the Trust collaborate effectively and share expertise so that the school's work is increasingly bringing positive outcomes for all groups of pupils.
- Senior leaders routinely observe teachers' classroom practice. This helps identify bespoke training to enhance their teaching techniques and planning. This process is linked to teachers' pay and progression up the salary scale.
- Effective provision enables disabled pupils and those who have special educational needs to have equal opportunity to be successful as their peers. The school works closely with parents and outside agencies to promote the wellbeing of pupils with additional needs. Pupils eligible for the additional funding are benefitting from alternative approaches to support their learning.
- All aspects of school life typically reflect positive relationships in which discrimination is not tolerated. Staff and pupils share in the school's Christian values. Pupils appreciate the strong sense of belonging and the support and encouragement they receive.
- The extra primary funding for sport is used effectively to promote pupils' engagement in competitive events. Teachers also benefit from coaching to develop their expertise. Pupils' skills are enhanced through participation in such activities as netball and cross-country running.
- Subjects are planned in ways to develop pupils' knowledge and understanding as they move through the school. A range of topic themes serve to deepen pupils' learning further and homework tasks focus on additional activities, for example in reading, to extend learning. Leaders recognise opportunities for pupils to develop their writing and mathematical skills need to be improved. Pupils' learning is effectively extended outdoors and through attendance at events such as literature festivals.
- Pupils reflect on a range of spiritual themes, including those within other religions. They have a strong sense of fairness and are developing a moral understanding of right and wrong. Pupils are active within their community and participate in large public events, for example in Truro Cathedral. Pupils' understanding of their heritage is extended through educational visits such as that to a Tudor manor. Pupils' creativity is enhanced in activities, for instance with a local artist. Through these spiritual, moral, social and cultural experiences, pupils are effectively enabled to share life in modern Britain.
- Safeguarding arrangements meet requirements. These are effective and include risk assessments covering aspects of school life, such as educational visits and play equipment.
- **The governance of the school:**
 - Governors recognise there is work to do to ensure that the school's performance improves further so that it compares well with similar schools nationally. They use the training available within the Trust and other opportunities to develop their expertise so they effectively challenge school leaders. Consequently, they are ensuring that improvements are being sustained. Governors use tracking data to make sure the additional funding is being used more effectively to close gaps in eligible pupils' attainment. Procedures for the management of the headteacher's performance and of teachers' pay and progression against their targets are overseen by governors. Governors know about the quality of teaching in the school and how the headteacher is tackling underperformance. Governors have an increasingly high profile at parent events and visit subject areas. Because of the work of governors, discrimination is not countenanced within the school. Pupils' wellbeing is promoted, especially in the use of the primary sports funding. The school's budget is managed in ways so that resources are support pupils' learning. Governors are involved in changes in the ways checks are made to make sure pupils learn more effectively.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. Pupils have positive attitudes toward their learning and want to do well.

They especially enjoy talking together about their tasks. The presentation of their work in their exercise books shows they take pride in what they do. They engage well with visitors to their school and enthusiastically share in the range of activities planned by their teachers.

- Pupils happily assume responsibilities across the school. These include acting as 'play buddies' to younger children and as librarians. Pupils say they value the role played by pupils in the School Council. They enjoy the additional challenges set by their teachers based around their topic work.
- Movement in and around the school at break times is calm. During lunchtimes, pupils' conduct is orderly in the dining area and pupils clearly get on well together. School records confirm this positive climate is typical for behaviour over time.
- Behaviour is no better than good because teachers' expectations have yet to ensure it has a stronger impact on pupils' progress.

Safety

- The school's work to keep pupils safe and secure is good. Pupils state they feel safe at school at all times. Pupils say their teachers are very helpful especially should they have any concerns, which are always addressed.
- Pupils told inspectors that nothing like cyber-bullying or discrimination of any kind takes place at their school. They emphasise how friendly everyone is and that they are accepting of one another, whatever their background. School records show that racist incidents are rare.
- Pupils understand how to stay safe, for example when using the internet. They clearly comprehend the appropriate ways to avoid unwanted attention when using computers.
- Attendance is above average. Parents are very satisfied that their child is both happy and safe at this school.

The quality of teaching

requires improvement

- Teaching requires improvement because it has not consistently promoted good achievement. As a result, as pupils move through the school, their progress has been variable, especially in mathematics and writing.
- Pupils' learning in mathematics requires improvement. Pupils do not have enough opportunities to deepen their understanding through applying their mathematical skills in solving real-life problems. This restricts them from making even better progress.
- Pupils' progress in writing is not sufficiently strong so their achievement is hindered. Teachers do not provide enough occasions for them to write at greater length to develop their competence in using literacy skills across a range of contexts.
- Pupils of average ability are not always effectively challenged. Their learning is not always checked in order that once they demonstrate a secure understanding, tasks are reshaped to help them become even more successful at the higher levels in their work.
- Through the guidance of the executive headteacher, the quality of teaching is improving so that pupils' progress across the school is improving.
- Learning is stronger where teachers use questioning to extend pupils' understanding, for example in a Years 5 and 6 mathematics session, in which pupils were enabled to develop greater accuracy in their use of fractions through the discussion generated by the teacher's questioning.
- Teachers plan activities which build on pupils' previous learning, for instance as seen within a Year 1 literacy session in which pupils became increasingly successful in developing their ideas in writing a letter.
- Pupils are particularly competent in using their English grammar, spelling and punctuation. All pupils enjoy reading and older pupils are proficient in using inference to explore ways in which authors convey a particular message within a text.
- Additional adults provide effective support. When working within the classroom with smaller groups of pupils who have additional learning needs, they are adept at guiding them to become increasingly confident in their learning. As a result, the pupils remain absorbed in their work.

The achievement of pupils

requires improvement

- Pupils' achievement over time is not good enough. Progress made by pupils, especially in developing their

writing and mathematical skills, is inconsistent. As a result, albeit given the small numbers, not enough pupils make good progress by the end of Year 6 in national tests.

- Achievement for pupils of average ability has been inconsistent. They are less successful at the higher levels because they are not always moved on quickly enough to more demanding tasks so they can make the best possible progress toward the higher levels.
- Achievement for more able pupils from their individual starting points shows they mostly achieve the levels expected. However, as with other pupils, their progress is not good enough in mathematics and writing.
- The small number of pupils in Year 6 restricts comparisons with other pupils and those who are supported through the additional funding. School evidence shows that across the school, those pupils who are eligible for additional funding are now making better progress.
- Disabled pupils and those who have special educational needs make progress similar to that of other pupils. The school provides effective support for these pupils through additional help and many do well in their reading.
- Gaps in pupils' knowledge and understanding are starting to narrow. Test results for 2014 suggest that most pupils in Year 6 reached at least the expected levels for their age in mathematics, reading and writing. Leaders recognise this has to be improved upon and their actions are ensuring that progress made by pupils across the school is now more rapid.
- Pupils enjoy reading and their achievement is stronger here. The number of Year 1 pupils meeting the expected standard in the 2014 check of phonics (letters and sounds) was above the national average. Pupils enthusiastically talk about the range of books they read, such as David Walliams *Rat Burger*. Pupils in Year 6 use Michael Morpurgo's *War Horse* in their investigations based around the Great War.

The early years provision

is good

- Children make good progress within their Reception Year because leadership in the early years provision is good. Checks on how well children are doing are accurate and guide adults in planning learning tasks that successfully develop children's basic skills.
- Children's learning records are especially helpful in showing parents the wide range of experiences in their child's learning. Useful annotations by staff evidence the development children are making and demonstrate how well they are doing.
- Children's behaviour and provision for their safety are good. This is a happy setting in which children play and learn well together. Children move around in an orderly and calm way. Staff take great care to provide for children's wellbeing, for example as they prepare to extend their learning of the world around them within the local environment and woodland.
- Children develop their phonics skills especially well. They enjoy exploring ideas around such stories as *We're Going on a Bear Hunt* which serve to develop their speaking skills. Art and a range of other resources effectively develop children's imagination and creativity.
- The proportions of children entering Reception at different starting points fluctuates over time. In the last year, most children entered Reception with skill levels that are typical for their age. By the time children left, a good proportion had made better progress than would be typical. School evidence shows these positive outcomes are representative of children's learning in the early years provision.

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

Unique reference number	139090
Inspection number	448645

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

Type of school	Primary
School category	Academy converter
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	64
Appropriate authority	The governing body
Chair	Carole Grigg
Executive Headteacher	Karen Holmes
Date of previous school inspection	Not previously inspected
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