

Inspection of a good school: Mawnan CofE VA Primary School

Shute Hill, Mawnan Smith, Falmouth, Cornwall TR11 5HQ

Inspection date:

20 June 2023

Outcome

Mawnan CofE VA Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils enjoy coming to this school. They live the school's values of 'compassion, respect, perseverance, trust, peace and hope' through everything they do. The school's vision is realised through the pursuit of excellence. Pupils appreciate the wide-ranging experiences on offer. They achieve highly across a range of subjects and feel safe and well looked after.

Pupils are exceptionally well behaved. The school provides a calm and purposeful environment in which they can flourish. Pupils are kind and respectful. They have impeccable manners and are polite and courteous to each other as well as to adults. Pupils say that bullying is extremely rare. If it occurs, staff resolve it immediately. Leaders place a high priority on pupils' character development and well-being.

Pupils benefit from many opportunities to develop their talents and interests beyond the classroom. They enjoy a wide range of clubs on offer to them such as tag rugby, football, tennis, art, gardening and crafts. Pupils say that there is something for everyone to get involved in. Parents are overwhelmingly positive about the quality of education and care that children receive at the school.

What does the school do well and what does it need to do better?

Leaders have created a broad and ambitious curriculum that is rooted in the school's Christian distinctiveness. They have carefully mapped out the most important knowledge and skills that pupils need to learn for each subject. Pupils revisit prior learning to ensure that their knowledge over time is secure. Consequently, they confidently recall what they have learned before. For example, in history, pupils expertly share their knowledge of different periods in time such as the Stone Age, Ancient Egypt and the Victorians.

Leaders have considered the needs of the mixed-age classes very well and adapted the curriculum accordingly. Curriculum leaders have in-depth knowledge of their subjects. They lead with purpose, enthusiasm and direction. Teachers use assessment well to check how pupils are progressing. They are skilled in adapting learning activities so that all pupils, including pupils with special educational needs and/or disabilities (SEND), experience high levels of success.

Leaders ensure that reading is a priority across the curriculum. Children begin learning their letters and sounds on their very first day in Reception. They make rapid progress through a well implemented programme of phonics teaching. Staff regularly assess the progress pupils make. They put in place additional support for any pupils who need it. Teachers ensure that pupils read books that match the sounds that they know. Pupils talk about their favourite authors and the books they have written with enthusiasm. They say that their teachers read to them daily. Leaders have created a strong culture of reading.

The mathematics curriculum provides pupils with a high level of challenge. Teachers model and explain new concepts clearly. Pupils' knowledge of the mathematics curriculum is strong across the school. They are confident in their use of mathematical language. Leaders break learning down into small steps to secure the foundations of mathematics, starting in Reception. Pupils confidently apply their knowledge when solving more complex tasks that involve problem-solving and reasoning.

Leaders ensure that pupils with SEND have the same opportunities to participate in the school's ambitious curriculum as their peers. They work closely with parents and external agencies to ensure that pupils with SEND receive the help they need. Staff identify pupils' needs swiftly and effectively support them in lessons. As a result, pupils with SEND achieve well.

Leaders and staff set high expectations for pupils' behaviour. Pupils are highly motivated and determined to do well. They are resilient when faced with a new challenge and will persevere until they are successful. Effective systems ensure that lessons are not disrupted by poor behaviour.

Pupils have access to a wide range of opportunities beyond the academic to broaden their personal development. They are aware of a range of different cultures and faiths and can talk about the meaning of diversity. However, the school's work to ensure that pupils understand British values and the different forms of discrimination is less secure. As a result, some pupils have a limited understanding of these important concepts.

Governors are highly ambitious for the school. They have an exact understanding of what the school does well. They provide leaders with a good balance of challenge and support. Staff are proud to work at this school. They appreciate how leaders consider their workload and well-being and support their development.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a robust safeguarding culture. Staff recognise that keeping pupils safe is everyone's responsibility. They know the precise procedures to follow when reporting a concern. Staff have a detailed knowledge of the potential signs of abuse. Leaders ensure that pupils receive timely and appropriate support when at risk of harm.

Staff receive regular safeguarding training, alongside timely updates. Leaders ensure that appropriate background checks are carried out on all adults working at the school.

Pupils talk knowledgeably about how to stay safe online and maintain a healthy lifestyle. They understand the importance of not sharing personal information.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in April 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	112002
Local authority	Cornwall
Inspection number	10240638
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	136
Appropriate authority	The governing body
Chair of governing body	Rachel Stevenson
Headteacher	Jilly Pridmore
Website	www.mawnanschool.com
Date of previous inspection	20 April 2017, under section 8 of the Education Act 2005

Information about this school

- This is a smaller-than-average primary school. Pupils are organised into five classes, four mixed-age classes and one single year group class.
- There is provision for childcare before school.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, the special educational needs coordinator, curriculum leaders, teaching staff and governors.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their

learning and looked at samples of pupils' work. The lead inspector also listened to pupils read to an adult.

- The lead inspector looked at the single central record and checked the school's systems for monitoring and reporting safeguarding concerns. He also met with the designated safeguarding lead. Inspectors also spoke with pupils, staff and representatives from the governing body about the culture of safeguarding in the school.
- The lead inspector reviewed key documentation, including school action plans, governor minutes, headteacher evaluations and safeguarding records.
- The lead inspector considered responses to the online survey, Ofsted Parent View as well as the responses to the surveys for staff and pupils.

Inspection team

Neil Swait, lead inspector

Ofsted Inspector

Cameron Lancaster

Ofsted Inspector

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