



Manaccan Primary School

Inspection Report

Unique Reference Number 111815
LEA Cornwall
Inspection number 278784
Inspection dates 16 November 2005 to 16 November 2005
Reporting inspector Laurie Lewin RISP

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

Type of school	Primary	School address	Church Town
School category	Community		Manaccan
Age range of pupils	4 to 11		Helston, Cornwall TR12 6HR
Gender of pupils	Mixed	Telephone number	01326 231431
Number on roll	30	Fax number	01326 231431
Appropriate authority	The governing body	Chair of governors	Mrs Emma Broad
Date of previous inspection	6 December 1999	Headteacher	Mrs Miron Quick

Age group 4 to 11	Inspection dates 16 November 2005 - 16 November 2005	Inspection number 278784
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Introduction

The inspection was carried out by one additional inspector.

Description of the school

This is a very small rural school. Pupils are nearly all White British and come from a mixture of private and rented housing in the village and the immediate locality. The proportion of pupils with learning difficulties or disabilities is about average but higher than expected for those with statements of special educational needs.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. Strong leadership and management ensure that good teaching helps pupils achieve well academically and very well with their personal development. The school has an accurate understanding of the quality of its own performance. Through the drive and high expectations set by the headteacher, the school continually strives to improve and involve itself in new and exciting projects.

Very good provision for children starting school ensures that they achieve well. They reach above the expected levels by the time they start Year 1. This good progress continues throughout the school so that pupils attain above average standards in English, mathematics and science. Samples of their work in other subjects indicate that pupils do well in art and design, design and technology, information and communication technology (ICT) and music. The school has correctly identified that pupils do not currently have enough opportunities to carry out practical investigations in science.

The school's involvement in different projects means that many extra teachers and experts come in to work with the pupils. This significantly enhances the quality of teaching and injects really interesting activities into the curriculum.

The school thrives on the happy family atmosphere that is so strongly established. The excellent relationships between staff and pupils mean that pupils receive the best possible care, support and guidance. As a result pupils are very well behaved and enjoy all school activities.

The school's good rate of improvement in recent years has every chance of being sustained due to the strong relationships and team effort apparent amongst the whole of the school community. The school provides good value for money.

What the school should do to improve further

- Provide more opportunities for pupils to carry out science investigations.

Achievement and standards

Grade: 2

Pupils achieve well and reach above average standards. Children start school showing attainment that meets the expected level although this varies a great deal from year to year.

Children progress well and achieve above average levels by the time they start Year 1. This good progress continues so that pupils achieve above average results at the end of Year 2 and Year 6 in English, mathematics and science. However, teachers have rightly identified that pupils do not currently do enough investigative work in science. Samples of work viewed, video clips of performances seen, and discussions with the pupils, indicate that pupils work well in music, art and design, design and technology

and ICT. The movie making and multimedia presentations from the older pupils are especially impressive.

The school has coped very well with a significant influx of pupils in recent times. These pupils settled quickly and now progress as well as their classmates. Pupils with learning difficulties and disabilities receive much strong individual support. They progress well covering the same areas of work as their classmates.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding. They have a highly developed sense of spiritual, moral, social and cultural development. This was noted in an excellent assembly seen where pupils had the chance to review the ideas presented in the Olympic bid video alongside their good achievements in a recent cross country event. The close relationships pupils have with all staff do much to engender the strong confidence they show. They effectively carry out lots of organisational responsibilities around the school. Pupils behave very well and show good manners. They are exuberant and well motivated but at the same time show respect for each other and adults. Pupils have a very good understanding of what they need to do to stay healthy, fit and safe. For example those spoken to said ... 'It's very important to eat lots of vegetables and fruit and warm up properly when you do exercise'. Close links with the local community and charity fund raising work ensure that pupils gain a good awareness of the value of contributing. Pupils have great chances to become future entrepreneurs, for example through projects such as the recent involvement of older pupils in helping the proprietors of a local business to construct a 'business plan'.

The buzz of excitement present in activities and discussions around the school reflects the high level of enjoyment pupils experience in their learning. For nearly all pupils attendance is very good because they are reluctant to miss any activities.

Quality of provision

Teaching and learning

Grade: 2

Good teaching ensures pupils progress well with their learning throughout the school. Because of the good teaching and the strong relationship established with the pre school group, children get off to a flying start when they begin school. Staff work closely together in planning work that really interests and motivates the pupils. Pupils spoken to say that their teachers go to a lot of trouble to make lessons fun whenever possible. They get on well with their teachers and feel they receive lots of good encouragement and support. The warm relationships, good humour and sense of fun pervade all of the school's work and this really appeals to the pupils. They appreciate their teachers' talents and the efforts made to make lessons interesting. 'They stay up very late planning lessons.' 'Our teacher's very good at stuff like writing, but he's no Van Gogh!'

Learning is significantly augmented by the wide range of experts and professionals that the school brings in to work alongside pupils. For example, work with professional dancers and artists, and specialist sports teachers, helps pupils gain a wide range of knowledge and skills.

Teachers keep a very close check on how well pupils are getting on. They are very good at modifying plans to ensure all individuals, including those with learning difficulties, continue to progress well.

Curriculum and other activities

Grade: 1

The school provides pupils with an outstanding range of curriculum opportunities. Its involvement, for example, in exciting initiatives such as 'The Big Project' gives pupils a chance to work closely with top ranking professionals, to boost their creative skills in dance and art and design. The day of the inspection captured the school as a hive of industry in the middle of this sort of work. Pupils of all ages were busy creating good quality, attractive artwork based on a recent visit to the Eden Centre, and devising very individualistic and imaginative dance sequences. The school organises an impressive range of visits including trips to France for the oldest pupils. Regular visiting experts and specialists are used very effectively to boost pupils' learning in areas such as sport and world cultures.

Care, guidance and support

Grade: 1

The school operates as 'one big happy family'. The excellent relationships between the staff and the pupils, and the very strong support and involvement of the parents mean that pupils constantly have high grade care and guidance. The constant and natural flow of information between all members of the school community ensures that the specific needs of all individuals, including those with learning difficulties, are always catered for fully. Within the school's friendly atmosphere pupils feel confident to approach an adult if they have a problem. All the necessary procedures are in place to ensure the safety and security of the pupils are maintained at all times.

Leadership and management

Grade: 2

Effective leadership and management ensure that the school moves forward at a good pace and that the pupils achieve well. The headteacher has excellent skills of communication and provides an atmosphere in which all members of the school community work harmoniously and happily together. She has high expectations for the quality of education provided. She is extremely proactive in involving the school in projects and linking with partner organisations to boost the quality of education – drawing on strengths of a wide range of outside expertise. Governors work very well with the staff and are fully informed about, and involved in, the school's management.

The school is rigorous and accurate in judging the quality of its own performance and listens carefully to the views of all of its community when devising plans for the future.

The very good work of the staff in developing the curriculum and their enthusiasm and commitment mean that the school is very well placed to continue improving.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Manaccan Primary School Church Town Manaccan Helston Cornwall TR12 6HR

17 November 2005

Dear Children

I am writing to let you know how much I enjoyed coming to visit your school. Thank you for making me so welcome. I was impressed by the things I saw and here are some of them:

you work very hard in all activities and show a lot of interest in the work

you reach good standards in English, mathematics and science, and I saw examples of good work in art, design and technology, music and ICT

your school is a very friendly and happy place. It seemed like 'one big happy family' to me. Your behaviour is really good. Everybody is polite and helpful

you like your teachers and you told me that they work really hard to make lessons as much fun as possible. I also think the teachers do a good job

you really appreciate all of the extra, interesting and exciting projects that the school provides for you

I think the school does an excellent job of taking care of you

I was very impressed to see how knowledgeable you are about the need to eat healthy foods and stay fit

I think that your headteacher does an excellent job of organising the school so that everybody can work together so well.

To improve even more the school now needs to make sure you get more chances to carry out science investigations.

Thank you again for being so helpful and friendly when I came to see you. I hope you all do really well in the future.

Yours sincerely

Laurie Lewin Lead Inspector