



Mawgan-in-Pydar Community Primary School

Inspection Report

Unique Reference Number 111884
LEA Cornwall
Inspection number 278802
Inspection dates 10 May 2006 to 10 May 2006
Reporting inspector Derek Watts AI

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

Type of school	Primary	School address	St Mawgan Village
School category	Community		Newquay
Age range of pupils	4 to 11		Cornwall TR8 4EP
Gender of pupils	Mixed	Telephone number	01637 860491
Number on roll	113	Fax number	01637 860491
Appropriate authority	The governing body	Chair of governors	Mr Paul Roberts
Date of previous inspection	1 November 1999	Headteacher	Mrs Vanessa Bragg

Age group	Inspection dates	Inspection number
4 to 11	10 May 2006 - 10 May 2006	278802

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Introduction

The inspection was carried out by two Additional Inspectors

Description of the school

Mawgan in Pydar is much smaller than most primary schools. The majority of pupils are from White British backgrounds. There are no pupils with English as an additional language. The proportion of pupils with learning difficulties and disabilities is broadly average. The number of pupils eligible for free school meals is below average. The proportion of pupils who join and leave the school other than at the normal starting and leaving times is above average. This is mainly because a significant number of parents are employed in tourism where the work is seasonal. Children's attainment on entry to the school is below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Mawgan in Pydar is a good school where pupils make good progress in their academic and personal development. It has the overwhelming support of its parents and pupils thoroughly enjoy their time there. The inspection team agrees with the school's view that its overall effectiveness is good. The school provides good value for money.

The school's positive ethos and very good induction procedures ensure that children in the Reception Year and others joining the school at different times settle quickly. Provision for children in the Foundation Stage is good. They make good progress and most are on course to reach the standards expected by the end of the Reception Year. This good progress continues as pupils move through the school because of consistently good teaching. By Year 6, standards are above average in mathematics and science and average in English. Pupils' progress in writing is only satisfactory because writing does not have as high a profile as mathematics and science. While the school is working on raising achievement in writing, the range offered to pupils is not sufficiently varied.

Pupils' personal development is good. Their behaviour and relationships with others are very good. Attendance levels have improved and are satisfactory. Pupils adopt healthy life styles and safe practices. They also make a good contribution to the school and wider community by taking part in decisions and helping others.

Leadership and management are good. The headteacher is an effective leader; well respected and providing good educational direction. Self-evaluation procedures are thorough and detailed although some evaluations of pupils' progress are too generous. Teaching and learning are good because they are well observed and any weakness is remedied. Systems for assessing and tracking pupils' progress are good and the information is mainly used well to provide good care, support and advice. Since the last inspection the school has made good improvements. There is good capacity for further development because the school knows what it needs to work on.

What the school should do to improve further

- Build on the work to improve and extend the range of writing so that pupils achieve better and standards come into line with those of mathematics and science.

Achievement and standards

Grade: 2

Overall, pupils' achieve well as they move through the school. Children start school with knowledge and skills lower than expected but their numeracy skills are better than those of language and literacy. They make good progress in Reception in all areas of learning and achieve well. In Year 2, standards are average in reading and writing and above average in mathematics. Pupils achieve better in mathematics than in reading and writing because their numeracy skills are sharper.

In the 2005 national tests for Year 6, results were above average in mathematics and science and average in English. Year 6 test results have shown steady improvement during the last three years. Increased investigative work and visiting teachers have contributed to improvements in mathematics and science. Standards in the current Year 6 are above average in mathematics and science. These pupils have achieved well from their average starting point in Year 2. Standards in English are broadly average and pupils are making satisfactory progress in writing. Although the school is working on improving writing, its profile is not as high as that of mathematics and science. However, staff are exploring ways of remedying this weakness by using visiting authors, writing workshops and planning writing activities in different subjects. Targets set for Year 6 pupils are suitably challenging.

Pupils with learning difficulties and disabilities make good progress because of the effective support they receive in lessons, which helps them achieve success. At the time of the last inspection, standards in information and communication technology (ICT) were lower than expected and pupils were not making sufficient progress. Improved equipment and teacher expertise has resulted in pupils attaining expected skills.

Personal development and well-being

Grade: 2

Pupils' personal development is good. They show positive attitudes to learning and thoroughly enjoy school. Very good relationships within the school lead to very good pupil behaviour. Pupils are courteous and show respect for others. As one pupil remarked, 'I like the way that everyone at school looks out for everyone else.' Attendance has improved and is now satisfactory because the school has kept an eye on absences and taken effective action.

Spiritual, moral, social and cultural development is good overall. Strong links with the local church support pupils' good understanding of right and wrong. Visits, visitors and community links extend pupils' social skills. Sponsorship of a school in Senegal and such events as African Week and a Caribbean evening, extend their understanding of global citizenship. As one pupil commented, 'I like helping people in Africa. Its fun and they need our help.'

Pupils adopt safe practices and understand the importance of healthy lifestyles. They have a good knowledge of healthy diets and engage in a wide range of physical activities. Membership of the School Council and use of enterprise skills, gives pupils many chances to contribute to the school community. Pupils are well prepared for further learning and their wider role as young citizens. Community involvement is good. Pupils organise and participate in a range of fundraising activities, environmental events and local festivals.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are consistently good across the school and this contributes significantly to pupils' good achievement. Enthusiastic teachers relate very well to pupils who enjoy the well planned lessons. Pupils are attentive, participate well and enjoy their learning because their interest is maintained. Teachers use interactive whiteboards skilfully to explain and illustrate key learning points. Effective questioning is used to challenge pupils' thinking and check their understanding. Tasks are generally well matched to pupils' ability and needs so they are suitably challenged and productive. Teaching assistants are well directed and provide effective support particularly to pupils with learning difficulties or disabilities. This enables pupils to have full access to the activities and to progress well. The good opportunities to discuss work in pairs extend pupils' speaking and listening skills effectively. Pupils' investigative skills in mathematics and science are also promoted well. Despite the many strengths in the teaching, increasing the range of writing offered to pupils is a recognised area for development. Pupil assessment and tracking is effective and used well to set challenging learning targets both for groups and individuals. The marking of pupils' work is generally good as it identifies why work is good and provides clear guidance on how to improve.

Curriculum and other activities

Grade: 3

The school provides a broad and relevant curriculum, which meets statutory requirements. It ensures that the needs of the mixed age groups and pupils of all abilities, including the most able pupils and those with learning difficulties or disabilities, are met. Pupils have good opportunities to apply and develop their language, numeracy and computer skills in different subjects. Visiting teachers enhance the provision particularly in mathematics, science and sport. While the school has writing as a priority for improvement, creative approaches and the celebration of good examples of pupils' writing are not fully explored. A good range of additional activities and visits enrich the curriculum and contribute to pupils' enjoyment. Good attention is given to the development of life skills so pupils are healthy and safe.

Care, guidance and support

Grade: 2

Good care, guidance and support contribute to pupils' well-being and good progress. Children starting in Reception and pupils who join later settle quickly into new routines because of the caring and supportive efforts of staff. As a parent rightly commented, 'My child is new and has settled in really well due to the support and encouragement of the staff.' Transfer arrangements to secondary schools are good and pupils are well prepared for the next stage of their education. Health and safety issues receive good

attention and regular risk assessments are carried out. Child protection procedures are understood and followed by all staff. As a result, pupils feel safe, secure and well supported. Academic and personal progress is assessed regularly and the information used well to ensure every child's needs are met. Individual targets are set that are challenging and relevant. Teachers' marking of pupils' work is effective because clear guidance on how to improve is given. Additional support is provided for those who need it and there are effective links with external agencies, which enable pupils to achieve as well as they can.

Leadership and management

Grade: 2

Effective leadership and management is an important factor in contributing to pupils' good personal development and achievement. The good leadership of the headteacher has resulted in the friendly atmosphere where pupils are well cared for and provided with good teaching. The headteacher provides clear educational direction and is well respected by pupils and parents. She is well supported by the assistant headteacher and staff in raising pupils' achievement and improving the quality of provision.

The partnership with parents is strong. The school seeks their views and effectively responds to their needs and concerns. For example, the school has extended sports activities and improved the reporting of pupil progress. In return parents show total confidence and support to the school. Parents commented: 'The school is very well run,' 'I cannot fault the school or the teaching staff,' 'Fantastic school,' and, 'My daughter enjoys going and has made lots of progress.'

The monitoring and evaluation of the school's work is thorough and detailed although some evaluations about pupils' standards and progress have been a little generous. Nevertheless, the school's improvement plan includes appropriate priorities and action to raise achievement further in writing and ICT. The effective monitoring and development of teaching has improved teaching and learning so that they are consistently good. The successful systems of assessing and tracking mean the school knows just how well pupils are doing.

The committed, supportive and well informed governors ensure that statutory requirements are fulfilled and hold the school to account. The school has made good progress since the last inspection and there is good capacity for further improvement.

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	2	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?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	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?	3	NA
How well are learners cared for, guided and supported?	2	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

Thank you so much for welcoming us into your school and showing us your work. We enjoyed our visit and would like to tell you what we found out about your school. Mawgan in Pydar is a good school and you are rightly proud of it.

The things we were particularly pleased with are:

You enjoy school and take part in activities well.

Teaching is good and this helps you to learn well

You are making good progress particularly in reading, mathematics and science.

You are polite, friendly and very well behaved.

You get on very well with other pupils and adults.

Your headteacher leads the school well and knows how to make it even better

There is a good range of clubs and visits, which you tell us you enjoy.

Your parents are pleased with the school and give it good support.

There is one thing that we think could be improved:

Some of you could do better at writing and your teachers are working hard to make this happen

Finally, thank you once again for all your help. We wish you all well in the future.