



Mullion Community Primary School

Inspection Report - Amended

Unique Reference Number 111817
Local Authority Cornwall
Inspection number 289060
Inspection date 26 September 2006
Reporting inspector Paul Sadler

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

Type of school	Primary	School address	Willis Vean
School category	Community		Mullion
Age range of pupils	4-11		Helston TR12 7DF
Gender of pupils	Mixed	Telephone number	01326 240585
Number on roll (school)	116	Fax number	01326 241145
Appropriate authority	The governing body	Chair	Vacant Position
		Headteacher	Roger Bunt
Date of previous school inspection	24 September 2001		

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Amended Report Addendum

Report updated to resolve formatting inconsistency

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school serves the village of Mullion on the Lizard Peninsula, and the surrounding area. Four classes, each educating pupils from two year groups, are taught in a modern purpose-built school. The classes for pupils in Years 3 to 6 are quite large. All the pupils are of White British origin.

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. It is popular with parents, many of whom comment that it offers 'a great grounding for secondary school'. Pupils achieve well and attain good standards in their work. Children get a flying start to school because provision in the Reception Year is outstanding. Children are introduced to a wide variety of ways of learning and settle quickly. The new Reception children are learning and playing happily together after only three weeks in school. In Years 1 to 6, pupils continue to make good progress in all subjects, especially in learning the basic skills in literacy, numeracy and information and communication technology (ICT).

Pupils' personal development and well-being are outstanding. Their behaviour is excellent, both in lessons and around the school. They respect and understand the beautiful environment in which they live, have excellent relationships with each other and with their teachers, and have a very good understanding of how to lead healthy and safe lives. As an example, a Year 3 pupil knew how hurdles should be placed to avoid tripping over them.

Teaching is good throughout the school. In the early years it is excellent. All teachers use resources very well to make lessons interesting and exciting, and lessons are planned to meet the needs of all pupils. The curriculum is good. The local environment is used particularly well as a resource for learning in subjects such as science and there is a variety of enrichment activities, including sport, music, art and drama. Links with the community and with the local secondary school are also used well to extend opportunities for learning. Care, guidance and support are good. Arrangements for the care and welfare of pupils are excellent, although the tracking of pupils' progress is less rigorous than it might be. As a result, the school does not always identify where there is scope for individual pupils to be doing even better.

Leadership and management are good. In particular, the issues identified at the last inspection have been tackled successfully. The school knows its strengths and weaknesses well, and takes action to bring about improvements. When, for example, leaders identified that standards in mathematics were lower than in English, successful strategies were put in place to put this right, including extra tuition by the chair of governors! The school regularly seeks the views of parents and acts successfully to correct their concerns, most recently about communication over their child's progress. These actions demonstrate that the school is well placed to make further improvements. Procedures to regularly monitor the school's provision are in place and these are effective in bringing about key improvements. However, the procedures are not yet sharp enough to identify where there is scope to further increase the rate of pupils' progress or to raise the good quality of teaching to an even higher level.

What the school should do to improve further

- Improve the rigour of monitoring and tracking procedures to ensure that teaching is of the highest quality and that all pupils are making the best possible progress.

Achievement and standards

Grade: 2

Pupils achieve well and attain above average standards in their work, reaching challenging targets that the school has set. Children arrive at school with average skills and in the Reception Year they make very good progress, so that they start the more formal stage of their education with an excellent base for later learning. Key skills, such as learning to read using knowledge of sounds and word building, are introduced through guided play. Standards in reading, writing and mathematics at the end of Year 2 have risen steadily over a number of years and are now above average. This good progress continues in Years 3 to 6 and at the end of Year 6, pupils attain above average standards in the national tests (SATs). In 2006, attainment at the higher Level 5 was well above average and the previously lower mathematics results improved to match the standards attained in English and science. The school is now working to raise standards of writing, so that they match those attained in reading.

Personal development and well-being

Grade: 1

Pupils behave extremely well both in and around the school and are polite and friendly to adults and each other. Pupils really enjoy coming to school and have very good attitudes to work. Pupils are confident that there is very little bullying in the school and that any incidents are dealt with promptly. The personal, social and emotional development of the youngest children is outstanding. Even at this early stage in the school year, they take turns and work extremely well together.

Pupils have an excellent understanding of the importance of leading healthy lifestyles. They are aware of the need for a healthy diet and enjoy taking part in sporting activities. Pupils say they feel safe in school and are very aware of personal safety issues such as the dangers of cycling. Older pupils show a very good level of care towards younger pupils. Attendance is average as the nature of the local economy means many families take holidays in school time.

Pupils' spiritual, moral, social and cultural development is outstanding. Older pupils readily take on responsibilities and are keen to raise money for people less fortunate than themselves. They are currently collecting small gifts for children in Romania. Members of the school council make a good contribution to planning improvements, for example, in suggesting fund-raising ideas to decorate the library. Pupils enjoy participating in community activities such as the local horticultural show and singing at local events. Good basic skills development, teamwork and opportunities for independent learning make a good contribution to pupils' preparation for later life.

Quality of provision

Teaching and learning

Grade: 2

Teaching in the Reception Year is excellent as children are provided with a wide range of stimulating activities, both indoors and out. The teacher and her assistants provide a range of imaginative activities that simulate real-life situations, enabling children to cooperate and develop new skills. Throughout the rest of the school, teaching is good. Teachers use resources, including ICT, especially well to stimulate the pupils. Marking is generally good but sometimes lacks detailed comments to help pupils know how to improve their work. Teachers rightly ensure that all pupils understand their work before moving on to the next step, but sometimes this slows the pace of learning as some wait for others to catch up.

Teachers pay good attention to pupils' health and safety. For instance, in a physical education (PE) lesson, the teacher ensured that pupils understood how to perform activities safely. Assessment was used well to adapt the activities and make them more demanding.

Curriculum and other activities

Grade: 2

The curriculum develops pupils' basic skills very effectively. The local environment is used well to improve their understanding of the need to treat it with care. ICT is used very well in many aspects of the curriculum. The Reception Year curriculum is very well planned to meet the learning needs of young children. The school has recognised that in Years 3 to 6 some aspects of the curriculum, including design and technology and religious education, are underdeveloped and is working to improve these. There is a good range of enrichment activities, involving a range of external partners and expertise, with many pupils learning to play a variety of musical instruments and developing their sporting skills.

Care, guidance and support

Grade: 2

Pupils' care has a high priority in this school and there are very good systems in place to ensure their welfare. Teachers know their pupils extremely well and are good role models. Child protection and risk assessment procedures are also very good. The comprehensive personal, social and health education programme ensures that pupils are safe and that they know what to do if they have any concerns, such as bullying. There are good links with outside agencies that provide good advice and support for these pupils.

The school has satisfactory systems in place to track pupils' progress and to give academic guidance. Pupils are confident that they know how well they are doing and what they need to do to improve in the short term, but older pupils are not always

aware of the national curriculum levels at which they are working, or of how to reach the next level. This can slow their progress.

Leadership and management

Grade: 2

Leadership and management are good. Leaders and managers know the school's strengths and weaknesses well and have taken action to put right the weaknesses they have identified and the issues raised in the last inspection. They seek and act on the concerns of parents and pupils. The school's work is monitored and evaluated but systems are informal and sometimes lack the rigour needed to ensure maximum impact, for instance, in improving the pace of teaching or maximising pupils' academic progress. Nevertheless, there has been considerable progress in raising standards and improving teaching over recent years. Leadership and management of the Reception Year are excellent. The school recognises this and is working to ensure that these strengths are reflected throughout the school.

The school has been successful in involving all staff in the leadership of the school and as a result there is very good collaboration and a shared sense of purpose. The governing body supports the school well but a number of recent changes of membership have created a need for training, which the school recognises.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

We very much enjoyed talking and listening to you and seeing your work when we visited your school recently. We want to thank you for spending time with us. I especially enjoyed seeing Class 3 do their PE and ICT and Class 4 learning about the Victorians. This letter is to tell you what we thought of your school and how it can be even better.

We agree with you and your parents that your school is a good one. These are some of the best things about it:

- You learn quickly and Year 6 pupils do very well in the national tests (SATs).
- You behave very well, get on very well with each other and help each other.
- You keep healthy by eating sensibly and by using all the opportunities for sport and games. You also know how to keep safe and look after the environment.
- The Reception children get an excellent education, with lots of exciting activities that help them learn when they are older.
- There is lots of interesting work for you, including activities outside the school day. This includes links with other schools, and with sports clubs. This means you learn to get on with other children as well as learning about the wider world and its culture.
- You are taught well. The teachers plan lots of interesting activities and use ICT very well to help you learn.
- You are very well cared for by the staff.
- The headteacher, the other staff and the governors lead the school well.

To improve the school further, we have asked the school to get to know even more about the best ways of teaching you and the progress you are making in your work, so that you can do even better.