

# Mawnan CofE VA Primary School

## Inspection report

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<b>Unique Reference Number</b>	112002
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	310757
<b>Inspection date</b>	6 March 2008
<b>Reporting inspector</b>	Alex Baxter

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	95
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pauline Smith
<b>Headteacher</b>	Randall Brook
<b>Date of previous school inspection</b>	12 January 2004
<b>School address</b>	Shute Hill Mawnan Smith Falmouth TR11 5HQ
<b>Telephone number</b>	01326 250660
<b>Fax number</b>	01326 250446

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## Introduction

The inspection was carried out by one Additional Inspector, who evaluated the overall effectiveness of the school and investigated the following issues:

- The degree to which the school meets the needs of pupils of differing ability and those who enter the school other than at the normal time.
- How well teachers stimulate pupils' interest, involve them in learning and quicken their progress.
- How effectively leaders and managers bring about improvement, especially in achievement and standards in mathematics.

Evidence was gathered from observations of lessons, assembly and pupils at lunch and play. Teachers' assessment records and pupils' work were scrutinised. Discussions were held with pupils, staff, governors and parents. Parents' responses to the inspection questionnaire were analysed. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Children's attainment on entry generally matches that expected for their age. The proportion of pupils from minority ethnic backgrounds is below average and there are very few pupils with English as an additional language. Pupils come from a wide range of social and economic backgrounds. The percentage of pupils who find learning difficult and/or have physical disabilities is slightly below average. An above average number of pupils leave or enter the school other than at the normal times. The school holds Healthy School status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Mawnan is a good school that is getting even better and already has some outstanding features. In response to good teaching pupils achieve well and attain above average standards by the time they leave at the end of Year 6. The school has several significant strengths that include outstanding leadership by the headteacher, excellent teaching and learning in English, pupils' personal development and well-being and very effective partnerships with parents, the local community and outside agencies, including neighbouring schools. As one parent commented, 'This is a small school with a big heart' and as another observed, 'My child has made good academic, social and spiritual progress and has a true identity as part of a community'.

The school is extremely well equipped for its size, and its facilities, both indoors and outdoors, constitute a very stimulating place to learn. Staff use these facilities to the full by providing excellent curricular opportunities. There is a strong emphasis on pupils' literacy, information and communication technology and enquiry skills and a very comprehensive range of extra-curricular activities. All pupils benefit, not least the children in the Foundation Stage (Reception), who also enjoy a large covered area where they can learn through physical play whatever the weather. From the moment they enter school, children are encouraged to learn practically by following their own ideas. Excellent teaching and a stimulating curriculum enable them to make outstanding progress in the Foundation Stage.

Good teaching and learning and high quality pastoral support promote good progress and pupils' enthusiastic participation through the rest of the school. Teachers are very skilled in developing the pupils' understanding and use of words and a focus on writing skills, in particular, has been successful in recent years. As a result, pupils make rapid progress in all aspects of English. By the end of Year 2, standards are above average in reading, writing, speaking and listening. By the end of Year 6, standards in English are well above average. Pupils' achievement in mathematics has fluctuated in recent years, reflecting variation in the quality of teaching of this subject. Raised expectations and a sharper emphasis on basic numeracy and problem solving this school year is quickening pupils' progress and improving their skills. Standards in mathematics are broadly average in Year 2 and are above average by Year 6 reflecting good achievement. However, there is still too much variation in pupils' achievement and standards in mathematics across the school.

The way the teachers develop the pupils' vocabulary and speaking skills is an impressive feature. Class discussions are lively, interesting, and often enriched by the teachers' creative use of interactive whiteboards. Teaching throughout the school is typified by warm relationships. In English in particular, there is sharp questioning and promotion of the pupils' enthusiasm as learners through exploration of real life topics. At times, in mathematics, work is not as closely matched to pupils' interests or experience as it is in English. Consequently, it is not as successful in engaging pupils' interest and moving learning forward.

Teachers and their assistants provide effective challenge and academic guidance. Overall, they give good care, guidance and support to the pupils, supporting pupils new to the school and those with learning difficulties and/or disabilities well. In combination with an excellent curriculum, the quality of care results in pupils' outstanding personal development and well-being. Pupils feel valued because their ideas are accepted by adults and used to move learning forward. Consequently, pupils' behaviour, attitudes to learning and relationships are excellent. One pupil said, 'We have wonderful outdoor facilities that make our school a 'cool'

place'. Others readily agreed and added that they feel very safe and confident to try out new ideas. Pupils adopt very healthy, safe lifestyles and are well prepared for the future. Their spiritual, moral, social and cultural development is first class. Pupils bring a readiness to learn as they settle into lessons or when attending assembly and a calm contentment underpins their self-confidence. Pupils are happy in each other's company and benefit from sharing ideas, either as 'talking partners' in lessons or in their mutual enjoyment of the extensive play opportunities available at break times.

The pupils take responsibility seriously, as members of the school committee for example, offering ideas to improve their school or supporting younger pupils at lunchtimes. Pupils participate fully in an excellent range of activities and give their full support to a variety of charities and local community events. Attendance is broadly average. However, whilst most pupils attend well, too many pupils miss school because of holidays taken during term time and this can slow their progress. The school's guidance to new parents and to those parents enquiring about holidays suggests that pupils should not be taken out of school during term time. However, the school accepts that it does not do enough to promote good attendance or dissuade parents from taking their children on term time holidays.

Leadership and management are good. The headteacher is highly skilled in promoting teamwork and involving colleagues. Senior staff and governors make good contributions. There is good monitoring and evaluation of the school's effectiveness and targets are used well to promote improvement. Target setting, which also involves pupils, promotes excellent achievement in English. Although it is not yet as consistent in mathematics, it is helping to raise standards. The school has a good record of bringing improvement, for example turning writing from a weakness into a strength, and is well placed to improve in the future.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

Provision in the Foundation Stage is outstanding. Leadership is excellent and is enriched by the full involvement of all senior staff in this area of the school's work. This ensures that teaching, the curriculum and care, guidance and support are of the highest quality. Consequently, the children make excellent progress, particularly in communication, language, literacy and personal development. By the end of the Reception Year, not only do most children reach the standards expected but a good number exceed them. Most children develop as very confident and capable speakers and show very positive attitudes towards school. The Foundation Stage base is extremely well equipped, both indoors and outdoors, providing stimulating areas where children can learn practically and enjoyably. The teacher and her assistant make the very best use of these facilities to develop the children's skills.

## **What the school should do to improve further**

- More closely draw on pupils' interests and experience and sharpen the use of targets to ensure that pupils do as well in mathematics as in English.
- Work closely with parents to promote good attendance and to decrease holidays in term time.

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## Annex A

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	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?	1
How well are learners cared for, guided and supported?	2

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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	2
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

6 March 2008

Dear Pupils

Inspection of Mawnan C of E VA Primary School, Mawnan Smith, TR11 5HQ

I really enjoyed my visit to your school and would like to thank those of you who took the time to talk with me, especially members of the school committee. I agree with you and with most of your parents who feel that Mawnan is a good school. These are the main things I found:

- Mawnan is already good, has some outstanding features and is rapidly improving.
- Your behaviour, the way you live healthily and safely together, and contribute to the community are exceptionally good.
- You are taught well and most of you make good progress and reach standards that are better than in many schools. You are taught English extremely well, make excellent progress in this subject and become very capable readers, writers and confident speakers.
- You are very enthusiastic about your school, enjoy a wonderful range of learning activities and appreciate the very caring adults who look after you so well.
- Your headteacher is a very effective leader. He encourages all the staff and governors to work as a team. Together they are good at making sure that you learn well and enjoy school.

To help the school to become even better I have asked the headteacher, staff and governors to enable you to progress as successfully in mathematics as you do in English. I have also asked them to help some of you to come to school more regularly. At the moment, there are too many holidays taken during term time.

If you continue to show the same enthusiasm for school and to give of your best, you will help to make your school even better.

Thank you once again, and best wishes for the future.

Alex Baxter Lead inspector

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Lead inspector