

Marazion School

Inspection report

Unique Reference Number	111792
Local Authority	Cornwall
Inspection number	325464
Inspection date	11 March 2009
Reporting inspector	Alex Baxter

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	82
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Julia Hopkins
Headteacher	Bill Mann
Date of previous school inspection	30 January 2007
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	School Lane Marazion TR17 0DG
Telephone number	01736 710618
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Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This very small school accepts pupils mostly from the local area. At present, there are 82 pupils on roll; this includes 10 children in a Reception/Year 1 class who receive Early Years Foundation Stage provision. The proportion of pupils with learning difficulties and/or disabilities is above average and most needs include moderate learning and multi-sensory impairment. Most pupils are from White British backgrounds. The proportion of pupils who join the school later than the normal starting time is above average. The school has a number of awards, including Healthy School, Activemark and Investors in People. The school is part of a management partnership with a nearby primary school. This is known as a 'soft federation', with the headteacher sharing his duties equally between the two schools. The governors of both schools also attend joint governing body meetings in addition to their normal meetings.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Marazion is an outstanding school. It has a particularly welcoming and inclusive ethos. There are several strengths, not least outstanding leadership and management and consistently high quality teaching and learning that promote the pupils' excellent academic and personal achievement. The previous inspection just over two years ago judged the school to be good, but was specific in identifying an excellent capacity to improve. This inspection shows that the school has fully lived up to this judgement, has improved most areas of provision and pupils' achievements and retains its excellent capacity to improve into the future. As described previously, the co-operation between the two 'softly federated' schools continues to 'transform the educational experiences and opportunities for pupils at Marazion'.

Fundamentally, through very effective teamwork, leaders and managers have re-established a successful learning community and have rebuilt the parents' and local community's confidence in the school. As a result, the numbers of pupils attending the school has almost trebled in recent years. The vast majority of parents really welcome this development and are particularly supportive of the school; one typical written comment was, 'There is a real 'can do' outward looking attitude at Marazion and I am particularly pleased with the way learning is individually structured.' Other comments included, 'This school has made so much progress in every way' and 'I love this school'. The school continues to improve as pupils are enabled to use their strengthened literacy, numeracy, and information and communication technology (ICT) skills to enrich their work and enquiry skills across the range of subjects.

The exemplary work of the headteacher, very ably supported by senior staff and high quality governance, promotes excellent links with parents, the community and the partner school. Self-evaluation is very strong and, by working together, leaders and managers have developed an exceedingly rich curriculum which enthuses the pupils and extends their learning experiences. The care, support and guidance provided by the school are of similarly high quality, keep pupils safe and meet their individual needs. Staff give pupils excellent academic guidance, keep them well informed about how to improve and promote outstanding progress. The excellent pastoral care provided by caring adults also makes an equally strong contribution to the pupils' exemplary personal development and wellbeing. The pupils' enjoyment of school, their attitudes to learning and their behaviour are exceptional features. Achievement by pupils, including those with learning difficulties and/or disabilities, is outstanding. By the time they leave school, standards are above average in English, mathematics and science and in ICT. Children make a good start in Reception, where they make good progress. However, their independent learning is constrained, on occasion, because they can only access outdoor learning when adults take them outdoors. Progress, including for pupils joining from other schools, quickens as pupils move through the school and reflects the cumulative influence of consistently good and better teaching. The pupils' excellent progress also reflects their steadfast commitment to learning and their maturing skills as independent learners, which prepare them extremely well for the future.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children's skills on entry to the school vary considerably from year to year. In recent years, they have been mostly below average. However, children currently in Reception entered with skills that broadly matched those expected for their age. They are now making good progress in

response to good teaching and curricular provision. The children's welfare is promoted in an exemplary way by diligent caring staff and adult helpers. Warm support within a very beneficial adult-to-child ratio helps to keep the children safe and very happy. Good leadership and management ensures that children experience well-planned and practical learning in all the required areas of the curriculum. All adults use questioning well to promote children's ideas and build on their knowledge and to develop their understanding. As a result, children make good progress in all areas of learning. Indoors activities include a good balance of adult-led learning and those chosen by the children. Currently, however, children can only experience outdoor learning with adult support as supervision is needed for them to gain safe access. This constrains their ability to develop more independence by choosing to learn outdoors for themselves.

What the school should do to improve further

- Develop outdoor facilities with safe access so that children in the Early Years Foundation Stage can learn and develop greater independence by choosing outdoor learning activities for themselves.

Achievement and standards

Grade: 1

By the time they leave the school at the end of Year 6, pupils have achieved extremely well and reach above average standards in English, mathematics and science. Within these subjects, the pupils' speaking and listening, investigative and problem solving skills are particularly good features. In relation to their starting points and learning needs, pupils in most year groups throughout the school are making excellent progress. Until relatively recently, progress has been most rapid in Years 3 to 6, especially as pupils improved their literacy, numeracy and ICT skills and became more able to use them to support learning in other subjects. Recently, an increased roll has led to the creation of a Reception/Year 1 and a separate Year 2 class. This has improved the teacher-to-pupil ratio and the effectiveness of teaching and learning. In particular, the school has improved the way it identifies and tackles pupils' individual needs. As a result, pupils' progress has been accelerated across the whole school, so much so that by the end of Year 6, many pupils also show good skills in using computers and in the expressive arts.

Personal development and well-being

Grade: 1

Pupils greatly enjoy coming to school, as seen in their above average attendance. This stems from the very positive relationships pupils share with each other and with all adults working in the school. The pupils really like their teachers, say they feel very safe and show excellent attitudes towards their learning. The way pupils conduct themselves throughout the school, especially the readiness of older pupils to assist younger children at break times, is a joy to see. Pupils show high regard for their own and each other's safety and are very knowledgeable about how to live healthy lives. Pupils make exemplary contributions to school and community activities. Spiritual, moral, social and cultural development is outstanding. The pupils' social and moral development, in particular, underpins their excellent behaviour. Whilst the pupils show very good understanding of local and international culture, their understanding of multicultural Britain is not yet as strong. By the time they leave the school, the pupils' excellent

academic and personal progress, and particularly their prowess in using computers, prepares them extremely well for the future.

Quality of provision

Teaching and learning

Grade: 1

Without exception, teaching is never less than good throughout the school and often it is exceptional. Typical strengths include the excellent relationships between staff and pupils, encouraging and yet suitably challenging questioning and the exemplary role models of adults, which promote the pupils' confidence and sustained efforts. Other exemplary features include the teachers' knowledge, high expectations and the way learning activities and adult support are carefully matched to the pupils' needs, especially for pupils with complex learning needs. These factors have played a key role in raising the pupils' aspirations of what they can achieve. Two other significant and developing strengths also contribute to the rapidly improving achievement and standards across the school. The first is the way pupils are encouraged to evaluate their own and each other's work and to consider the progress they make towards their targets for improvement. The second is the consistent emphasis placed upon developing pupils' speaking and listening and ICT skills and on using these to enhance their enquiry, problem solving and investigative skills. These are also enabling the pupils themselves to make very strong contributions to their learning and progress.

Curriculum and other activities

Grade: 1

The curriculum is broad, balanced and very relevant to pupils' needs. It provides exceptional additional experiences to promote pupils' academic and personal achievement and their enjoyment of school. These include the excellent use and development of the pupils' literacy, numeracy and ICT skills to enhance learning across the range of subjects. This is evident, for example, in cooking, art and environmental study activities during whole-school topics such as 'Follow The Clue'. In addition, an excellent range of sports and expressive arts activities help pupils to work in teams and follow healthy enjoyable lifestyles. Links with parents and other agencies, including the adjacent Children's Centre and with other schools, are excellent. In particular, the very close links with the partner school in the federation greatly enrich the learning opportunities for the pupils. Sharing the use of two minibuses allows for the provision of a very wide range of opportunities, such as daily out-of-school studies, sports and residential camps.

Care, guidance and support

Grade: 1

Pupils' welfare is safeguarded extremely well. All statutory requirements, including safe recruitment training, child protection procedures and risk assessments and monitoring are fully met. All staff present excellent role models and provide consistent and exemplary pastoral care. The pupils are very aware of this and are quick and confident in seeking help from adults, for themselves and for each other, if needed. Staff give excellent academic guidance. They monitor and track the pupils' achievements regularly and accurately so that clear and relevant targets can be set. Pupils are fully involved in self-evaluation and know their targets well. The pupils' work is carefully marked and teachers give pupils clear guidance on how to improve. As a result,

pupils across the range of ability, including those with complex learning needs, are supported very effectively and make excellent progress.

Leadership and management

Grade: 1

The headteacher provides outstanding leadership in ensuring a successful federation with another school. This management partnership has shared and enriched staff expertise and has contributed to exemplary practice in tracking pupils' progress. It has also led to additional and joint governing body meetings. These have developed and strengthened senior leadership and management roles and governance and have brought them to an excellent standard. Senior staff and governors work very closely with the headteacher to make exemplary contributions to the school. Self-evaluation is very thorough and effective. As a result, for example, they have created an excellent curriculum, which includes strong promotion of the school, and local and wider international dimensions of community cohesion. However, the national dimension of community is less established, but is strengthened through annual visits to London. The pupils' improved, and now excellent, academic and personal achievements reflect the school's success in bringing about improvement.

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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?	1
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 capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which learners enjoy their education	1
The attendance of learners	2
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
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?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Inspection of Marazion School, Marazion TR17 0DG

Thank you for welcoming us to your school. We really enjoyed talking to you and visiting your lessons. You were all extremely polite and helpful throughout the day. We would like to let you know that we found your school to be outstanding and could sense that you and almost all your parents quite rightly feel the same. Your outstanding achievements and behaviour reflect your hard work and the excellent teaching and care provided by all the adults. Your headteacher, senior staff and governors provide outstanding leadership. Your school is truly a very special place in which to learn and play.

These are the other main things we found:

- The teachers challenge you at the right level and use your ideas to make sure that you build really well on your previous learning. As a result, standards are better than those found in other schools.
- You live very healthily and safely because you benefit from an excellent range of practical learning activities.
- Staff and governors work well as a team and create extremely strong links with your parents, the local community and especially with St. Hilary's, your partner school.

Even excellent schools can improve and so we have asked your headteacher, staff and governors to work together to improve just one thing:

- Ensure that the youngest children in their Reception Year have more opportunities to choose outdoor learning activities for themselves.

Thank you for helping us with the inspection. You can help the school to improve by supporting each other as much as you do and by always giving your very best.

Best wishes for the future,

Yours faithfully

Alex Baxter

Lead inspector