

# Manaccan Primary School

## Inspection report

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|--------------------------------|------------------|
| <b>Unique Reference Number</b> | 111815           |
| <b>Local Authority</b>         | Cornwall         |
| <b>Inspection number</b>       | 325469           |
| <b>Inspection date</b>         | 13 November 2008 |
| <b>Reporting inspector</b>     | 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.

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| <b>Type of school</b>  | Primary  |
| <b>School category</b>   | Community                                      |
| <b>Age range of pupils</b>   | 4–11   |
| <b>Gender of pupils</b>  | Mixed  |
| <b>Number on roll</b>  |  |
| School (total)   | 41   |
| Government funded early education provision for children aged 3 to the end of the EYFS | 7  |
| Childcare provision for children aged 0 to 3 years                                     | 0  |
| <b>Appropriate authority</b>   | The governing body                             |
| <b>Chair</b>   | Richard Nicholls                               |
| <b>Headteacher</b>   | Miron Quick                                    |
| <b>Date of previous school inspection</b>  | 16 November 2005                               |
| <b>Date of previous funded early education inspection</b>                              | Not previously inspected                       |
| <b>Date of previous childcare inspection</b>   | Not previously inspected                       |
| <b>School address</b>  | Church Town<br>Manaccan<br>Helston<br>TR12 6HR |
| <b>Telephone number</b>  | 01326 231431                                   |
| <b>Fax number</b>  | 01326 231431                                   |

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## Introduction

The inspection was carried out by two Additional Inspectors who evaluated the overall effectiveness of the school and investigated the following issues:

How well developments in teaching are re-establishing consistently effective teaching and learning and are helping pupils to achieve.

The degree to which the curriculum, including in Early Years Foundation Stage (EYFS), is planned and implemented to meet pupils' differing individual needs.

How effectively leaders and managers bring about improvement.

Evidence was gathered from observations of lessons, whole-school 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 inspectors 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

This is a very small rural primary school. Children's attainment on entry varies between the very small year groups, but mostly matches that found nationally. Currently, seven children, accommodated within a Reception and Years 1 and 2 class, receive EYFS. The school holds several awards and is involved in collaborative projects, which reflect its commitment to the arts, religious and environmental education and to healthy living. There has been unavoidable instability in the position of headteacher during the past school year. An independently run pre-school playgroup operates on the school site.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Manaccan Primary School is a satisfactory school. It is welcoming and inclusive. For some time, a lack of continuity in leadership weakened the school's efforts to promote improvement. Even so, with the return of the substantive headteacher, the school is demonstrating a resilience of purpose in addressing the inconsistencies in provision that limited pupils' achievements during this challenging time. She now receives sound and strengthening support from a much changed staff and governing body. The pupils are happy to come to school. They say, 'We have lots of friends and the staff are kind to us.' Consequently, attendance is good. As one parent commented, mirroring the positive views of the vast majority of those who responded to the questionnaire, 'The one thing that always strikes me about Manaccan is the strong family atmosphere amongst the children.' A small minority of parents expressed concerns about leadership and management, reflecting the uncertain context described above. While these are supported to some extent by inspection findings, inspection also shows an improving picture.

Children's skills on entry broadly match those expected for their age, but vary from year to year. The quality of teaching and learning and, consequently, the progress of pupils across a range of abilities, is satisfactory overall. Teaching is good in the Years 3 to 6 class, where there is a high level of challenge. It is underpinned by excellent checks on pupils' progress, particularly the marking of pupils' work, which is then used to challenge pupils at the right level. Provision and leadership and management, including teaching, are satisfactory in EYFS (Reception) and secure the children's satisfactory progress. Though teaching and learning are satisfactory in EYFS and Years 1 and 2, they are not as consistent or as successful as they are for older pupils. This is because the teachers are not always as effective in using assessment to match work to pupils' levels of ability. As a result, the variation in learning across the school means that too many older pupils have to catch up the ground they should have covered in previous years before reaching the standards of which they are capable, especially in writing.

This term there have been some good improvements in the pupils' basic vocabulary and numeracy skills. Pupils' reading skills, for example, are promoted well in both classes and this is helping an increasing number of pupils to make good progress. Pupils in Years 3 to 6 have a good awareness of year group and individual targets and this is accelerating progress. Individual targets are being emphasised with promising effect with younger pupils, but have not been in place long enough to develop skills to the full. Standards are broadly average by the end of Years 2 and 6, in English, mathematics and science. This reflects satisfactory progress in relation to pupils' differing starting points. However, by the end of Year 2, pupils still lack sufficient skill in using words, especially in spelling and using punctuation accurately to write good sentences.

Pupils receive good care and guidance and outstanding pastoral support. These are provided warmly by caring staff throughout the school. The good personal development and well-being of pupils are a strength of the school. As a result, pupils' spiritual, moral, social and cultural development is good. Pupils share good relationships with each other and with adults and know well how to adopt safe, healthy lifestyles. Members of the school council make good contributions to the life of the school. Pupils are given good academic guidance. All pupils receive effective guidance about their completed work. This is especially strong in Years 3 to 6, where pupils are given very clear written guidance of what they have to do to improve. Older pupils are also fully engaged to good effect in assessing their own work. Younger pupils are increasingly encouraged in a similar way and their learning is improving.

Pupils in Years 3 to 6 experience a good range of well planned learning activities, which promote their good progress. In EYFS and Years 1 and 2, pupils' learning opportunities are satisfactory. In EYFS, there is a suitable balance of adult-led activity and those chosen by pupils themselves which promote the children's personal and independent learning skills well. Whilst the curriculum is satisfactory and new ways of recording assessments are being introduced to make lessons more relevant to pupils' needs, the planning for these is not yet complete. Currently, in the EYFS and Years 1 and 2 class, although improved this term, written plans do not always give sufficient information to staff about how to develop activities to move learning forward to best effect. The curriculum is enriched through a good range of popular clubs, environmental and community-based activities. Sports, the expressive arts and caring for the environment and local and wider communities are given good emphasis. These are well supported by parents and make a beneficial contribution to pupils' personal development and to their adoption of healthy, safe living.

Leadership and management are now satisfactory. The headteacher provides clear leadership with a strong focus on safeguarding pupils' welfare and personal development. Staff and governors develop close links and engage well with the local community and make sure that pupils develop a good understanding of school, local and wider communities abroad. The governing body has experienced a period of change, but has strengthened its committee structures and, aided by additional training, is making better use of governors' expertise. Governors now give sound support and, with the return of the headteacher, leaders and managers self-evaluate adequately and identify suitable targets for improvement. However, some recent changes, for example to improve monitoring, teaching and planning, have not yet had time to lift the consistency of good practice. Even so, the school's positive emergence from a difficult period and current momentum of improvement shows a sound capacity to continue this in the future.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 3**

Staff provide a suitable balance of adult-led activity and activities chosen by the children themselves. They are particularly effective in promoting the children's good awareness of healthy, safe living and enjoyment of school. This is especially the case when the children make good use of the school's extensive outdoor facilities. Links with parents and with the adjoining playgroup are strong, especially in sustaining children's confidence and enriching their introduction to school life. The quality of teaching and learning is satisfactory overall, as is the curriculum. However, at times, adults do not plan curricular activities effectively enough. For example, staff do not always make sufficient use of assessments of the children's developing skills to make sure that children build on previous learning and experiences. As a result, progress slows on occasion, in writing, for example. Children make better progress in reading because they receive individual support that is well matched to their ability. Standards are broadly average on entry to Year 1. Excellent pastoral support and warm relationships help children to make best progress in their personal, social and emotional development.

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

- Improve pupils' achievement in EYFS and Years 1 and 2, especially in writing, and improve basic skills in spelling and use of punctuation.
- Ensure teachers in EYFS and Years 1 and 2 make more effective use of assessment information to plan and match work more closely to the needs of individual pupils.

- Strengthen leadership and management, including governance, in monitoring and evaluating the work of the school and in developing consistently good teaching and learning in all parts of the school.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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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 |
|---|----------------|

### Overall effectiveness

|   |     |
|---|-----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 3   |
| 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?   | 2   |
| The capacity to make any necessary improvements   | 3   |

### Effectiveness of the Early Years Foundation Stage

|   |   |
|---|---|
| How effective is the provision in meeting the needs of children in the EYFS?              | 3 |
| How well do children in the EYFS achieve?   | 3 |
| 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?                     | 3 |
| How effectively is the welfare of children in the EYFS promoted?                          | 2 |
| How effectively is provision in the EYFS led and managed?                                 | 3 |

### Achievement and standards

|  |   |
|--|---|
| How well do learners achieve?  | 3 |
| The standards <sup>1</sup> reached by learners   | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 |
| How well learners with learning difficulties and/or disabilities make progress                           | 3 |

<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.



## Personal development and well-being

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

## The quality of provision

|  |   |
|--|---|
| <b>How effective are teaching and learning in meeting the full range of learners' needs?</b>       | 3 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 3 |
| How well are learners cared for, guided and supported?   | 2 |

## Leadership and management

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 3   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3   |
| How effectively leaders and managers use challenging targets to raise standards  | 3   |
| The effectiveness of the school's self-evaluation  | 3   |
| How well equality of opportunity is promoted and discrimination eliminated   | 2   |
| How well does the school contribute to community cohesion?   | 2   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 3   |
| 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  |

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

13 November 2008

Dear Pupils

Inspection of Manaccan Primary School, Manaccan, TR12 6HR

Thanks to those of you who talked to us about your work and life at the school. You were very polite and helpful. I am writing to let you know that we judge your school to be a satisfactory and improving school.

These are some of the main things we found:

- The standards you reach in Year 6 match those found in most schools and show that you have been taught satisfactorily and have made sound progress. Teaching and learning in the Years 3 to 6 class is good.
- You enjoy coming to school, behave well and participate fully in the very good range of clubs provided for you.
- All adults who work at the school take very good care of you, making sure you are safe and that if you have a problem someone is there to help you.
- The school is good at helping you to understand how to keep fit and healthy and contribute to your community.

To assist the school in becoming better, we have asked the headteacher, staff and governors to do the following things:

- Help those of you in the Reception, Years 1 and 2 class to improve your writing, especially your spelling and use of punctuation.
- Ensure that teachers in the Reception, Years 1 and 2 class plan activities that will help each of you build on your previous learning and develop your skills.
- Make sure those adults in charge of leading and managing the school check more thoroughly how well teachers are helping you to make progress, so they can make the quality of your learning even better.

You can help by trying your hardest in lessons and by talking to the teachers about your work.

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

Alex Baxter Lead inspector