

# St Martin-in-Meneage Community Primary School

## Inspection report

|                                |                  |
|--------------------------------|------------------|
| <b>Unique Reference Number</b> | 111823           |
| <b>Local Authority</b>         | Cornwall         |
| <b>Inspection number</b>       | 325471           |
| <b>Inspection date</b>         | 26 November 2008 |
| <b>Reporting inspector</b>     | Paul Sadler      |

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.

|  |   |
|--|---|
| <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)   | 42  |
| 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   |
| <b>Appropriate authority</b>   | The governing body                          |
| <b>Chair</b>   | Chris Hosken                                |
| <b>Headteacher</b>   | Anne Shipman                                |
| <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>  | St Martin-in-Meneage<br>Helston<br>TR12 6BT |
| <b>Telephone number</b>  | 01326 231447                                |
| <b>Fax number</b>  | 01326 231041                                |

|                          |                  |
|--------------------------|------------------|
| <b>Age group</b>         | 4–11             |
| <b>Inspection date</b>   | 26 November 2008 |
| <b>Inspection number</b> | 325471           |

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

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

The impact of work to raise standards of mathematics and writing across the school, and to improve pupils' understanding of world cultures.

The impact of work to introduce modern approaches to assessment and target setting on the quality of academic guidance, on teaching and on pupils' progress.

The impact of recent management changes on pupils' progress.

Evidence was gathered by observing lessons, scrutinising documents and pupils' work, and from discussions with staff and pupils. Other aspects of the school's work were not evaluated 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 small primary school serves rural communities on The Lizard Peninsula in Cornwall. The proportion of pupils with learning difficulties and/or disabilities, which range from dyslexia to profound hearing loss, is average. There are few pupils from minority ethnic groups, or who speak a language other than English at home. The school makes provision for children in the Early Years Foundation Stage (EYFS) within a class that also contains pupils in Years 1 and 2. A pre-school, managed privately by a committee, occupies a building on the site. The school has the Healthy Schools and ActiveMark awards.

The previous headteacher retired in the summer of 2008. The governors appointed the headteacher of a nearby similar school as executive headteacher. She now shares her time between the two schools. At the same time, an assistant headteacher was appointed to manage the day-to-day running of the school.

## 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, in which pupils achieve well. Children start school with knowledge and skills that are broadly as expected for their age. They make good progress throughout the school, including in the EYFS, and by the end of Year 6 they attain above average standards in tests in English, mathematics and science. This statement, however, masks some variation. Progress is especially good in reading and science. In mathematics, standards have risen recently due to effective work to improve progress, especially through the provision of better opportunities for pupils to use mathematics to solve problems. Progress in writing is more erratic, especially among older pupils. The school recognises this and it is taking steps to improve the situation. Pupils with learning difficulties and/or disabilities make excellent progress. To quote the parents of one such child, 'We are over the moon with his progress.' Pupils also attain higher than expected standards in other subjects such as music and physical education (PE), due to the many opportunities they are offered by external teachers and coaches, and very good links with other schools.

Pupils' personal development and well-being are excellent. They really enjoy school, get on well together and behave extremely well. They have an excellent understanding of how to keep healthy and safe, especially of the importance of exercise. Attendance is well above average. Pupils' spiritual, moral and social development is very good and is demonstrated by their care for others, such as younger children, and through charity work. The school has made good progress in enhancing pupils' understanding of other cultures, since this was identified as an area for improvement in the last inspection. Use of the internet and email to link with schools elsewhere is enhancing opportunities for pupils living in this relatively remote area to relate to others, enhancing community cohesion. This is also an example of the pupils' good progress in developing the skills they will need in later life.

Teaching is good. Recent management changes have enabled subject leaders to be more effective in monitoring and developing their areas, and this is proving especially effective in mathematics. The monitoring of progress in writing is less effective than in other subjects. Lessons are interesting and pupils are generally absorbed in their work. In most cases, the work is challenging and appropriate to the pupils' age and stage of development, although older pupils occasionally find the work repetitive. The excellent progress of pupils with learning difficulties and/or disabilities is in part due to highly effective support by skilled teaching assistants. Marking is used well to show pupils how to improve; as a Year 3 pupil said, 'My teacher writes me notes, so I know how to make my work better.' Staff have a good understanding of pupils' progress and set them targets for improvement, but pupils do not fully understand how to use these, especially to improve their writing. Information and communication technology (ICT) is used well to support learning and pupils have very good access to computers.

The local environment and well-planned visits are also used well to enhance learning and to engage pupils' interest, for instance visiting a local archaeological dig and sites associated with the former tin mining industry. The curriculum is very well enhanced by a wide range of extra activities including sports, music and residential visits.

Pupils are cared for very well and all requirements to safeguard them are in place. Many parents comment favourably on 'the family atmosphere' and other aspects of the school. However, a significant minority are uncertain about the impact of recent changes on their children's work

and progress. While leaders and managers have made good efforts to keep parents informed, they have yet to be successful in allaying these concerns.

The recent changes in leadership and management have enabled staff to take on enhanced roles within the school. They report that there is a good team spirit and that they have been given higher levels of responsibility, which they welcome. This has already contributed to pupils' improved progress in mathematics. There is a good understanding of the school's strengths and weaknesses. Plans to address the latter are in place, but do not always enable progress towards achieving the planned outcomes to be easily monitored. The school sets itself appropriately challenging targets, such as for all pupils to make at least the expected progress in Years 3 to 6, and it is on course to achieve them. The decisions over the leadership of the school, taken by the effective governing body, have enhanced the school's ability to build on the improvements that have taken place since the last inspection. The school is thus well placed to make further improvements.

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

### **Grade: 2**

In Reception, children make good progress in all areas of learning, so that when they enter Year 1 their attainment is a little above average. This is because they are taught well and have access to a good range and balance of adult-led and child-initiated activities to support their learning and development. A real strength of the EYFS provision is the use of the local environment and the outside area for planned activities, such as the setting of the shy 'Owl Babies'. Such activities, together with the excellent care and welfare that the school provides, make an important contribution to the children's excellent social and emotional development.

A range of methods is used effectively to track the progress children are making, including detailed notes, photographs and samples of work. There are good links with parents and the pre-school, and the provision is well managed, with a good understanding of the strengths and areas to develop. The leader is well supported by the teaching assistant who has a good knowledge and understanding of the needs of young children.

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

- Improve standards and pupils' progress in writing through robust monitoring, and by improving pupils' understanding of how to meet their targets in this area.
- Improve communication with parents to ensure that they are better informed about their children's work and progress.



## 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? | 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?   | 2   |
| The capacity to make any necessary improvements   | 2   |

### 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? | 1 |
| 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?  | 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/or disabilities make progress                           | 1 |

<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>                          | 1 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 2 |
| 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  | 1 |
| 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

|  |   |
|--|---|
| <b>How effective are teaching and learning in meeting the full range of learners' needs?</b>       | 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 |

## 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 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  | 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  |



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

27 November 2008

Dear Pupils

Inspection of St Martin-in-Meneage Community Primary School, Helston TR12 6BT

We very much enjoyed talking to you and seeing your work when we visited your school recently. We especially enjoyed this because we found you confident, friendly and able to express your views very clearly.

We agree with you and most of your parents that St Martin-in-Meneage is a good school. These are some of the most important things about it:

- You make good progress and pupils in Year 6 reach above average standards in English, mathematics and science tests. You also do very well in subjects such as PE and music but some of you need more help to make progress with your writing.
- Teaching is good. Usually, you are given challenging work that you find really interesting. Teachers know what you do well and what you find more difficult, but not all of you understand the targets they set you.
- You have an excellent understanding of how to keep healthy and safe, and your behaviour is also excellent. We were especially impressed with the amount you know about the reasons for exercise and healthy eating.
- You greatly enjoy school, especially all the different activities on offer. Your attendance is excellent. You visit interesting places like old tin mines and are able to play sports and music with children from other schools.
- The school has good links with the pre school so children are happy and settled when they start school in Reception.
- The headteacher and other staff are good at leading the school. The staff make a good team and are improving things like your progress in mathematics.
- Some of your parents feel they do not know enough about how you are getting on.

We have asked the school to improve your writing by accurately tracking your progress and by helping you to understand how to achieve your targets. We have also asked the school to make sure your parents know more about what you are doing and how well you are getting on.

Yours sincerely

Paul Sadler Lead inspector