

Mawgan-in-Pydar Community Primary School

Inspection report

Unique Reference Number	111884
Local Authority	Cornwall
Inspection number	325485
Inspection date	11 February 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)	102
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	Paul Roberts
Headteacher	Vanessa Bragg
Date of previous school inspection	10 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	St Mawgan Village Newquay TR8 4EP
Telephone number	01637 860491
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Age group	4–11
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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 provision meets the pupils' differing needs to develop their skills in writing and mathematics.
- The degree to which teachers and their assistants involve pupils in their learning by helping them to evaluate their own and each other's work to accelerate achievement.
- The effectiveness of leaders and managers in bringing about improvement.

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 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 small primary school. Children in the Early Years Foundation Stage are taught in a combined Reception and Year 1 class. The proportion of pupils with learning difficulties and/or disabilities is below average, but is higher than this in some year groups. Most pupils are from White British backgrounds. The number of pupils who join or leave the school other than at the usual times is above that normally expected. The school holds several awards, including Investors in People, Healthy School and Activemark awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. It has a distinctive welcoming and inclusive ethos. Following the extremely well-considered lead of a much respected headteacher, the school makes the best use of its limited site and accommodation to meet all the pupils' needs. As a result, pupils, across the range of abilities, greatly enjoy school, attend well and flourish both academically and personally. By the time they leave, pupils are extremely well prepared for their future economic well-being.

Mawgan-in-Pydar lies at the heart of its village, and its achievements and contributions are much valued by the local community and all those associated with the school; so much so, that several parents specifically choose to bring their children some distance to this particular school. One parent reflected the sentiments of the overwhelming majority when writing, 'I am very happy with this school. It's like a large family, the staff genuinely care about the welfare and education of the children, nothing is too much trouble and I have complete confidence in their ability to get the best from my two children.'

Teaching and learning are excellent; as a result, pupils' academic achievement is outstanding and standards are high. More-able pupils, those with learning difficulties and/or disabilities and others arriving from other schools, all receive outstanding support and make similar progress to their classmates. Provision is good in the Early Years Foundation Stage (Reception Year), enabling children to make good progress. The rate of pupils' progress increases as pupils move through Years 1 and 2, as teachers build systematically on pupils' previous learning. Pupils continue to excel in the rest of the school in response to teaching that is consistently well matched to their abilities. Teaching and learning are particularly strong because senior leaders are diligent in tracking pupils' progress and identifying those who need additional support. This has enabled teachers and their capable assistants to be quick in providing the necessary help and challenge and to be particularly successful in improving pupils' writing and numeracy skills. As a result, standards are high in English, mathematics and science by the end of Year 6.

Pupils enjoy their learning because teachers are very encouraging and their efforts are valued. Teachers and support staff promote very positive relationships with pupils and model and uphold excellent behaviour and attitudes to learning. As a result, lessons proceed at a good pace. Children in Reception benefit from good quality adult-led activity. However, they do not always have enough opportunity to choose learning activities for themselves and this limits their independence. Pupils are included purposefully in their learning. Teachers involve pupils fully, and with great benefit to their understanding, in evaluating their own and each other's work. Pupils are also involved in setting their own targets for improvement, both as individuals and in pairs. Teachers give pupils clear oral feedback and provide detailed written guidance when marking the pupils' work. Consequently, pupils have a very good picture of how well they are doing and what they need to do to improve; so much so, that the way pupils learn with and from each other is a real strength of the school. It is a key reason why, for example, pupils' problem-solving skills in mathematics and science are so well developed.

There is an excellent curriculum, enriched strongly by a variety of clubs and by the teachers' very thorough planning of learning activities. These include excellent use and development of the pupils' literacy, numeracy and information and communication technology (ICT) skills to enhance learning across the range of subjects. In geography, for example, pupils in Year 6 use

laptop computers and their ICT and numeracy skills very skilfully to compare temperatures in Egypt with those in Cornwall. Teachers take great care in making sure that the limitations of the school's restricted site are compensated for by regular visits to other schools and by activities in the village hall. These ensure, for example, that pupils receive regular physical education lessons. All pupils from Year 3 upwards have the opportunity to take part in residential visits and this is an excellent feature. Daily 'Wake up and shake up' playground exercise, also contributes greatly to the pupils' personal development. Pupils returning from watching a performance of 'Grease' eagerly expressed their enjoyment of school, especially because they 'do a lot of interesting, practical activity'.

All staff provide excellent care, support and guidance. They work very closely and effectively with parents and outside agencies. This makes a major contribution to the pupils' excellent personal development and well-being. Arrangements for safeguarding pupils' welfare are extremely secure. Pupils say that they feel safe. As they move through the school, pupils show increasing skills in taking on responsibility. For example, the school council suggested having playground buddies who willingly help others at playtimes. As they mature they continue to develop high levels of care and consideration for others, adopt very healthy, safe lifestyles and show excellent spiritual, moral, social and cultural awareness.

Outstanding leadership and management, underpinned by teamwork, are the driving forces behind the success of the school. Governors provide excellent support and, with the headteacher, play an integral part in sustaining the crucial continuity in the working of the school that sustains the pupils' achievements. The school promotes community cohesion well. There is an excellent commitment to the school, local and wider global dimensions, which gives rise to strong contributions from the pupils. However, the national dimension of community is less dynamic. This is now being strengthened through a planned visit to the National Gallery and possible links with schools in London. The school implements very effective systems for self-evaluation, identifies the right priorities for development and sets itself and achieves challenging targets. These have successfully guided the school's good improvement since the last inspection, especially in establishing high quality provision and pupils' achievement. These systems and accomplishments show an excellent capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children's skills on entry to the school broadly match those expected for their age, although with small year groups, there is some variation from year to year. Children make good progress in response to good teaching. Currently most children are on target to reach or exceed expected levels in all areas of learning, showing above-average standards by the end of the year. The teacher's strong emphasis on developing the pupils' understanding of letter sounds and words, sometimes within the 'Pasty Mine' role play area, is a particularly successful feature, stimulating the children's interest and developing confident speech. Staff provide close support and sustain the children's welfare extremely well. Excellent links with parents and the playgroup also contribute very supportively to children's learning. Leadership and the curriculum are good and generally ensure effective use of the accommodation and facilities available. Children enjoy a good range of visits, which enhance learning, and a good balance of indoor and outdoor activity. Children benefit from good quality adult-led learning; however, occasionally, there is not enough opportunity for children to choose their own activities. This constrains the opportunities for children to develop independence.

What the school should do to improve further

- Provide more opportunities, both indoors and outdoors, for children in the Early Years Foundation Stage to learn and develop greater independence by choosing activities for themselves.

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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	1
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	2
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**

11 February 2009

Dear Pupils

Inspection of Mawgan-in-Pydar Community Primary School, Newquay, Cornwall, TR8 4EP

Thank you for welcoming us so warmly. We really enjoyed our visit, talking to you and seeing you working. We were very impressed by many things, but especially by your excellent relationships and great enjoyment of school. You are clearly very proud of your school and I am pleased to say that you have good reason to feel this way for we have no hesitation in finding that Mawgan-in-Pydar is an outstanding school.

These are the other main things we found.

- Excellent teaching helps you to make outstanding progress. This is because the teachers use your ideas to make sure that your work is neither too easy nor too hard. As a result, standards are much better than those found in other schools.
- You behave extremely well and work very hard.
- You feel safe and live very healthily because you receive exemplary care from all the adults who work in the school and benefit from an excellent range of practical learning activities.
- Your headteacher, staff and governors are an excellent team and run the school very successfully. They work very supportively with your parents and other people to help you to achieve your best.

Even the best of 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 learning activities for themselves.

Thank you for helping us with the inspection. Please keep helping each other as much as you do.

Best wishes for the future.

Yours faithfully

Alex Baxter

Lead inspector