

Mousehole Community Primary School

Inspection report

Unique Reference Number	111796
Local Authority	Cornwall
Inspection number	337740
Inspection dates	14–15 July 2010
Reporting inspector	Stephen Lake

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	81
Appropriate authority	The governing body
Chair	Margaret Byrne
Headteacher	Tamsin Dyer
Date of previous school inspection	9 July 2008
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Introduction

This inspection was carried out by two additional inspectors. The inspectors spent the majority of time looking at learning. They visited 10 lessons and made short visits to a further four, observing five teachers, including a visiting music teacher. Inspectors held meetings with governors, staff and pupils. They observed the school's work and looked at the most recent school self-evaluation form, the school development plan, minutes of governors' meetings, the school's assessments of pupils' attainment and progress, the records held on vulnerable pupils and those with special educational needs and/or disabilities, school policies, and reports from the local authority and the school improvement partner. Inspectors analysed questionnaires from pupils and staff as well as 48 completed by parents and carers

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- impact of school initiatives to improve writing on attainment in English at Year 6
- the provision for learning outdoors in the Early Years Foundation Stage
- the provision for gifted and talented pupils
- the impact of the provision in the curriculum for promoting community cohesion.

Information about the school

Mousehole Community Primary School is smaller than average and serves mainly the coastal village of Mousehole along with some of the smaller neighbouring villages. All pupils are of White British origin. The proportion of pupils entitled to free school meals is below average. The percentage of pupils with special educational needs is above average with most of these having moderate learning difficulties. The percentage with a statement of special educational needs is well above average. The school has many recent awards including Healthy Schools, Artsmark and silver award for Promoting Active Democracy Loudly (PADL).

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Mousehole Community Primary School provides a good standard of education for pupils. It has some outstanding features. Pupils have an excellent understanding of how to stay safe and keep healthy. They make an outstanding contribution to the school and local community and their excellent behaviour ensures that the school is a warm and friendly place in which to learn. Links with parents and carers are excellent.

Achievement is good overall and improving. Children start in Reception with skills that are in line with those normally expected at this age and good provision ensures that they start Year 1 well prepared for future learning. Attainment at the end of Year 6 is above average. Achievement in mathematics is excellent and attainment is well above average. The effective strategies put in place to improve writing are accelerating progress in English, and achievement in English has improved significantly with attainment above average at the end of Year 6. The progress of pupils with special educational needs is outstanding because of the high quality support they receive and the close attention given to meeting their learning needs.

The revised curriculum makes learning very enjoyable and relevant for pupils. Together with the good care, support and guidance they receive, pupils are helped to grow into articulate and confident young people. Nevertheless, some elements of the curriculum although improved are not yet effective enough. Pupils' cultural development is limited because opportunities to make them fully aware of the rich diversity of cultures in the United Kingdom and internationally are not firmly embedded. The impact of this upon community cohesion has not been evaluated rigorously enough by leaders and managers. Children in the Early Years Foundation Stage have an improved curriculum because excellent budget management has enabled a move to a dedicated class. However, the transition is not complete and the outdoor provision does not have a suitable covered area.

The school has an accurate view of its strengths and weaknesses and is effective at securing the improvements needed. The driving force behind this school's success and continued improvement is the strong leadership of the headteacher that has inspired all members of staff to develop into a collaborative team. Together with the governors they share a strong desire to raise standards and work together effectively to improve the provision. There is substantial evidence to show the positive impact this is having upon standards and provision across the school. This pursuit of excellence over time is why so many areas have improved since the last inspection. The school has a good capacity to improve further.

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What does the school need to do to improve further?

- Complete the planned improvements to the outdoor area, available for children in the Early Years Foundation Stage by July 2011, to ensure a suitably large covered area provides enough space for a full range of activities to be undertaken outdoors in all weathers.
- Make better provision within the curriculum for raising pupils' awareness of the rich variety of cultures to be found within Britain and internationally and ensure that leaders and managers at all levels evaluate the impact of this upon community cohesion.

Outcomes for individuals and groups of pupils

1

Attainment is improving across the school and learning in most lessons observed was at least good, and sometimes outstanding. Progress in Year 6 is particularly good in mathematics. More able pupils and those deemed gifted and talented are achieving well because the work provided challenges them effectively. For example, in Year 4, more able pupils were very confidently discussing ways of designing a field for sheep that needed a set amount of space and working out the different perimeters. Central to the improved learning is the way in which many opportunities are taken for pupils to discuss their work with each other and with teachers to identify what they have done well and what they could improve. This benefits all pupils but is especially effective for those pupils with special educational needs. The high quality debate with the capable teaching assistants and with their peers keeps these pupils extremely well focused on learning. As a result they are making outstanding progress and their attainment is improving.

Writing for all pupils is improving because so many opportunities are taken to make writing relevant, for example taking part in the poetry competition for the local Rotary club celebrations. In fact pupils from the school won first and second prize for the excellent poems they produced. Vibrant displays around the school show pupils' good attainment in art in work demonstrating their understanding of other religions such as Sikhism and Buddhism and reflecting the award of Artsmark. Good quality work was also observed in history and information and communication technology (ICT). Attainment in music is above average and the school has applied for the Sing Up gold award. Pupils clearly enjoy school as shown by their improved attainment and better attendance, which although remaining broadly average, has improved significantly over the last two years.

Pupils feel very safe in school. They reported no bullying and they trust the adults to deal with any that might occur. Pupils demonstrate great maturity in the polite and courteous way they speak with visitors. They make an excellent contribution to school life by taking on a wide range of responsibilities. For example, the school parliament is extremely effective as recognised by their recent Promoting Active Democracy Loudly (PADL) award. They debate school improvement with governors and make suggestions about how parking could be improved in the local community. The extremely good oral

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skills that pupils are developing through these activities are also contributing to the improvement in writing. Pupils' very secure understanding of how to stay healthy and keep fit is recognised by the Healthy School award. It is also evident in the enthusiastic way pupils take advantage of the many opportunities for physical activity in the school grounds and after school. In this coastal town their understanding of water safety is exemplary. Pupils make an excellent contribution to the local community, for example through the whole school participation in 'Tom Bowcock Day' or their involvement with local senior citizens' lunch clubs. Pupils' moral and social development is outstanding. Pupils have an excellent understanding of right and wrong and work and play together extremely well.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils learn well in this school because of good teaching and the stimulating curriculum that ensure many highly motivating experiences for pupils. Good partnerships with others enable such opportunities as learning musical instruments or taking part in inter-school sport. The provision for ensuring pupils' personal development is

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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outstanding. The school has developed links with an inner-city multicultural school to support pupils' understanding of diverse parts of the United Kingdom and enhance their cultural development but this is at an early stage. The provision for pupils deemed gifted and talented is much improved. They are identified early and are given suitably challenging learning targets.

Teachers prepare lessons that stimulate pupils to learn. ICT is used well to support teaching. Excellent use is made of the local community, for example pupils talking with Jewish survivors of the Second World War about their experience as part of history. Many visits and visitors support learning well. For example many visits are made to the local village to stimulate writing and motivate pupils, such as examining a traditional Cornish lugger or visiting rock pools as stimuli for poetry writing. Pupils are involved in managing their own learning through regular discussions about their work with teachers. This is particular effective at helping those with special educational needs improve their attainment and progress. Questioning often challenges pupils well and extends their learning while assessing what they already know. The strategies to improve attainment in writing are starting to prove effective, for example, in an English lesson skilled questioning ascertained what pupils understood about similes and then challenged them to develop better ones. Nevertheless teaching in English, although good and improving rapidly, is not quite as strong as it is in mathematics.

Pastoral care is strong. Good quality child protection procedures are detailed and well known to all staff and safeguarding procedures are good. The school works very closely with parents to support their children's learning through parent teacher consultations, regular informal discussion and innovative systems to pass on relevant information including through text messaging. Attendance has improved due to the close support of the local authority. Within the school the needs of pupils deemed gifted and talented are met well, but the school has less access to support for these pupils through partnerships. This is why care, guidance and support are judged good rather than outstanding.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The staff in this school work together as a cohesive team to bring about school improvement and ensure that the best possible education is provided for all pupils. The school is careful to tackle any incidents of discrimination, and equality of opportunity is

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assured by the great care taken to monitor the progress of all groups. Safeguarding requirements are met well and procedures to keep pupils safe are good. Links with and beyond the local community help to promote community cohesion, which at a local level is very strong, but at present the effectiveness of the impact these strategies have upon wider aspects of community cohesion is not evaluated well enough.

Governors support the school well and share the drive to improve further. All governors visit the school regularly and monitor its work. They are particularly effective at managing a very tight budget to enable the expansion to four classes. Parents and pupils are consulted regularly and their views taken into account in the very good quality school development plan. Strong partnerships with external agencies provide good quality support for vulnerable pupils, and equally strong links with other local schools have supported the improvements in the curriculum.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children receive a good start to their education. Close and positive relationships with the on-site independent pre-school and with parents mean that children settle quickly and happily. Their progress in personal and social development is particularly good. Children display positive attitudes and learn to relate well to others. The good partnership between children and adults and a focus on praise ensure excellent behaviour. A welcoming and stimulating environment is provided for children and all areas of learning are covered appropriately. High quality care helps children to feel secure and confident and welfare needs are met well.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
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Children make good progress. They start school with levels of skill in line with those normally found at this age and enter Year 1 well prepared for learning with skills that are above expectations. Adults ensure a good balance between teacher-directed activities and independent choice which helps children develop as confident learners. Good quality systems for checking on children's progress are used effectively to plan work that challenges children to achieve well. Children with special educational needs and/or disabilities are identified at an early stage enabling good quality support to be provided.

The outdoor area dedicated to reception children is small and the lack of a suitable covered area limits the opportunities for children to access all areas of the Early Years Foundation Stage curriculum in all weathers. Plans have been drawn up to address this as part of the major building project taking place. The extensive use that is made of the local area through visits to the beach and nearby areas compensates a little for the limited outdoor provision while providing a highly enjoyable experience for children and developing their knowledge of the unique character of their village.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of parents have very positive views of the school. A number submitted written comments as well as their questionnaires. Typical of the comments received were: 'The school is brilliant at nurturing each child as an individual within its secure family atmosphere'; 'My daughter views school and learning as a big adventure'; 'Fantastic introduction to school life ☐ lots of extras ie school trips'; and 'Our child is always happy to attend school and is making pleasing progress.'

A smaller number of parents submitted some negative comments. The main themes were that communication is not always good enough and behaviour is not always managed well. Inspectors judged that the school works very hard with innovative systems such as text messaging to communicate with parents. Inspectors also judge that behaviour is managed very well, but note that the behaviour of one or two very challenging pupils could create a different perception on a small number of occasions.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mousehole Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 48 completed questionnaires by the end of the on-site inspection. In total, there are 81 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	67	16	33	0	0	0	0
The school keeps my child safe	32	67	16	33	0	0	0	0
The school informs me about my child's progress	29	60	17	35	2	4	0	0
My child is making enough progress at this school	31	65	11	23	4	8	0	0
The teaching is good at this school	32	67	15	31	0	0	0	0
The school helps me to support my child's learning	31	65	11	23	6	13	0	0
The school helps my child to have a healthy lifestyle	21	44	24	50	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	32	67	14	29	1	2	0	0
The school meets my child's particular needs	27	56	15	31	4	8	0	0
The school deals effectively with unacceptable behaviour	21	44	19	40	7	15	1	2
The school takes account of my suggestions and concerns	26	54	15	31	4	8	0	0
The school is led and managed effectively	30	63	14	29	4	8	0	0
Overall, I am happy with my child's experience at this school	30	63	18	38	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



15 July 2010

Dear Pupils

Inspection of Mousehole Community Primary School, Mousehole TR19 6QQ

Thank you for making us welcome when we visited your school and talking to us about the things that you like in your school.

Yours is a good school. We think that it looks after you very well and gives you an exciting curriculum. Here are some of the things that we liked.

- You get a good start to your school life in the Reception class.
- Your achievement is good and your attainment is above average because of the good teaching you receive. You are making progress in mathematics and attaining better than in most other schools.
- Your school makes learning interesting and fun because of the wide range of activities provided for you. No wonder you enjoy school so much!
- The school looks after you well, which is why your understanding of how to stay safe and keep healthy is outstanding.
- You make an excellent contribution to the running of the school through the school council and other jobs that you do. The school parliament is exceptional.
- The school is led and managed well by your headteacher and the people who help her.

To help make your school even better we have asked the staff and governors to:

- complete the planned improvements to the outdoor area for those of you in the Reception class by July 2011 so that you have a suitably large covered area to enable learning outdoors in all weathers
- improve the ways for helping you find out more about the rich variety of cultures to be found within the United Kingdom and internationally and check on how well you have done this.

Yours sincerely

Stephen Lake

Lead inspector

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