

Mawgan-in-Pydar Community Primary School

Inspection report

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|--------------------------------|---------------------|
| Unique reference number | 111884 |
| Local authority | Cornwall |
| Inspection number | 395430 |
| Inspection dates | 30 April–1 May 2012 |
| Lead inspector | John Cavill |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 116 |
| Appropriate authority | The governing body |
| Chair | Paul Roberts |
| Headteacher | Vanessa Bragg |
| Date of previous school inspection | 11 February 2009 |
| School address | St Mawgan Village Nr Newquay Cornwall TR8 4EP |
| Telephone number | 01637 860491 |
| Fax number | 01637 860491 |
| Email address | head@mawgan-in-pydar.cornwall.sch.uk |

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Introduction

Inspection team

John Cavill

Additional inspector

This inspection was carried out with two days' notice. The inspector visited eleven lessons and observed five teachers, a Graduate Teacher Programme trainee and a higher level teaching assistant. He took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. The inspector also made short observations of sessions on the teaching of phonics (pupils learning letter patterns and the sounds they represent). He had discussions with a member of the governing body, staff and groups of pupils. The inspector observed the school's work and looked at a range of documents, including the school improvement plans and priorities for development. He analysed recent evidence on pupils' progress and performance, checked the procedures to safeguard children and analysed 66 questionnaires returned by parents and carers as well as those completed by staff and pupils.

Information about the school

Mawgan-in-Pydar is a smaller-than-average primary school. Almost all of the pupils are of White British heritage. The proportion of pupils who are supported by school action plus or with a statement of special educational needs is average. The proportion of pupils who are known to be eligible for free school meals is below average. There are four classes at the school and all, with the exception of the Reception class, cater for pupils in two school year groups. The headteacher is currently acting as an executive headteacher to another local primary school and is sharing her time between the two schools. A before- and after-school club, which is managed by the governing body, is located on the school site and was therefore included as part of this inspection. The school meets the current floor standards for progress and attainment that are minimum standards expected by the government.

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 | 1 |
| Achievement of pupils | 1 |
| Quality of teaching | 1 |
| Behaviour and safety of pupils | 1 |
| Leadership and management | 1 |

Key findings

- This is an outstanding school. The parent/carer who commented that, 'Mawgan-in-Pydar is a wonderful school – our children have been taught well and given some magical learning opportunities,' fully reflected the way that parents and carers, pupils and staff feel about this wonderfully cohesive and welcoming school.
- Pupils' achievement is outstanding. Children make a flying start in the Reception Year and this rapid and sustained progress continues through the school so that pupils' attainment is consistently above average by the end of Year 6.
- The quality of teaching is outstanding. Lessons are exciting and pupils are given tasks that stimulate and challenge them to do their very best. Teaching is planned well by skilled teachers and teaching assistants who systematically assess pupils' progress to ensure that the work pupils are given matches their individual needs. However, there are rare occasions when pupils are not as fully involved in the assessment of their own work in some subjects as they would like.
- Behaviour and safety are outstanding. Pupils have a very well developed moral code, say that they feel very safe and are extremely respectful and courteous. Their attitudes to learning are excellent and lessons are always productive.
- Leadership and management are outstanding, including the leadership and performance management of teaching. All members of staff share an unrelenting desire to do the best they can for all pupils. The shared vision and focus on sustained improvement have ensured that the school has continued to move forward. Highly effective performance review systems, supported by appropriate professional development, reflect the high expectations of the school leadership. This can be best exemplified in the outstanding way that pupils' spiritual, moral, social and cultural development needs are met within the curriculum and this enables pupils to learn and develop holistically.

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What does the school need to do to improve further?

- Develop a consistent approach to involving pupils in the assessment of their own work in all subjects in order to always help them to work out for themselves what they need to do to improve.

Main report

Achievement of pupils

Achievement is outstanding. Children join the school's Reception Year with skills and experiences below those expected for their age, especially in their emotional and social development. The improvements made in the quality of provision in the Early Years Foundation Stage since the previous inspection ensure that all children make rapid progress during their first year at school and enter Key Stage 1 with average levels of attainment, although many attain higher than this. Outstanding progress continues through the rest of the school, with pupils leaving at the end of Year 6 extremely well prepared for the next stage in their education with above average levels of attainment.

All the parents and carers who responded to the questionnaire believe that their children are making good progress. Pupils are excited about being at school. This is reflected in that way that pupils approach their learning in lessons where their ability to work independently is learnt at an early age and enables them to make outstanding progress throughout the school. An example of this was seen in a Years 2/3 literacy lesson where the pupils explored the use of verbs that could be used within poems about sport. Tasks were very well matched to pupils' individual abilities and, as a result, pupils displayed outstanding attitudes to learning and a keenness to finish their work successfully. The teacher monitored pupils' progress with the use of some incisive questioning. The ease with which the pupils worked together and used each other for support promoted the high quality of learning which is typical of the school.

The school has worked hard to ensure that all pupils, including the more able, make similar progress and attain well in all subjects. School tracking data are used very effectively to identify any concerns and highly successful strategies and interventions are used to eliminate any underperformance quickly. Pupils with disabilities and those who have special educational needs are given an excellent level of support. As a result, they make outstanding progress when measured against their individual starting points. Many leave the school with attainment levels that are well above those that would have normally been expected. This is achieved through exceptionally well planned and delivered interventions by teachers and teaching assistants.

Attainment in reading is above average both in Year 2, and by the time pupils leave the school in Year 6, when it improves even further.

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Quality of teaching

Teaching is outstanding and results in pupils making outstanding progress. Teachers deliver lessons that are full of pace and challenge. They are well supported by skilled teaching assistants. This team approach ensures that the tasks provided for the pupils can be personalised, made relevant, exciting and capture the pupils' imagination, leading to moments of awe and wonder.

Teaching in the Reception Year is imaginative and is planned so well that the transition between different activities is seamless and the children continue to be actively involved in learning throughout their day. An example of this was observed in a Reception Year topic lesson on 'growing', where activities included planting sunflower seeds, using laptops to investigate how things grow and making giant sunflowers out of tissue paper. The activities captivated the imagination of all children so much that they were still engrossed in the topic during the final session of the day. One parent noted that her child in the Reception Year 'went to school excited and came home exhausted and excited about their experiences'.

Teachers use learning objectives and success criteria to direct the lesson and to help individual pupils recognise what they have to achieve. Pupils are very clear about their targets and how well they are doing at school because teachers' marking in books is of such a high quality. Pupils understand the marking that teachers put into the books and respond to any redirection and next steps that have been added. However, pupils say they would like more opportunities to assess their own work and find out for themselves what they need to do to improve. Pupils recognise the benefits of self-assessment and some excellent practice already exists in mathematics, which could easily be translated across other subjects at the school.

The school promotes pupils' spiritual, moral, social and cultural awareness highly effectively across a number of subjects and school activities. Pupils are especially proud of the school's cultural links and fundraising they have done for Bongwe School in Kenya. Residential trips and activity days focusing on different cultures, such as China, Africa and pupils' Cornish heritage, expand their experiences. The activities session after school on Tuesdays for all pupils encourages their social skills through team games and other group activities.

Parents and carers correctly believe that teaching is very effective and is developing pupils' skills exceptionally well in communication, reading and mathematics and pupils agree.

Behaviour and safety of pupils

All pupils, including children in the Early Years Foundation Stage, act in a very mature and safe manner. Their behaviour is exemplary and all are fantastic ambassadors for the school. They are rightfully proud of their school. The presentation in school assembly by pupils who were members of the 'Super Six'

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group, aimed at improving the school environment, was a great example of pupils' enthusiasm and commitment to school improvement.

Pupils enjoy school, especially the before- and after-school clubs. When at play pupils look after each other very well and fully understand the importance of personal safety. Parents and carers all agree that the school is very good at keeping their children safe, a view shared by pupils. All groups, including pupils who are potentially vulnerable, pupils with disabilities and those who have special educational needs, report they are fully included in all activities and are well supported by the school.

Outstanding behaviour in lessons ensures learning is highly effective. Pupils are always on task and keen to learn. Disruption to learning is non-existent and rewards are used well to support positive attitudes.

Parents and carers believe that behaviour at the school is good but noted that there has been some bullying in the past. Pupils believe that behaviour at the school is excellent and report that there is no bullying of any kind, including physical, emotional and cyber bullying. They know that the staff will deal with any problems they may have quickly and effectively. They feel extremely safe and know that the adults at the school always have time to listen to their concerns. Routines are established very quickly in the Reception Year class where well-structured activities rapidly develop children's social skills and their understanding of personal safety.

Attendance is above average and has improved this year due to a drive by the school to encourage less term-time holidays. Pupils arrive at school and get to lessons promptly.

Leadership and management

The headteacher provides the school with inspirational leadership and the vision and drive for continued improvement. She is well supported by an experienced staff who are continually focused on sustainable and effective improvements. Their core purpose is a desire to improve the life chances of the pupils and stems from the fact that, at this school, everyone matters.

Leadership and management at all levels are outstanding. There is a shared passion by staff and governors to strive for excellence and a desire to make the school even better. The governing body is both challenging and supportive and fulfils all its statutory duties effectively, including equalities legislation to combat discrimination and ensuring that requirements for safeguarding are fully met. Individual governors understand the school's strengths and aspects in need of further development very well and are fully involved in the self-evaluation and improvement planning process.

Teaching is monitored regularly by leaders and this has resulted in the sustained high quality of teaching that is expected at the school. The school makes excellent use of the information about the quality of teaching to ensure that appropriate

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professional development opportunities are available through performance management procedures, and this has enabled individual teachers to continue to improve their practice over time.

The school is a very inclusive and cohesive community. Leaders, including the governing body, ensure that all pupils have equal access to their learning and tackle discrimination effectively. The curriculum is continually being revised in order to widen the pupils' experience and meet their needs as effectively as possible. It ensures that all pupils are given every opportunity to succeed and provides pupils with a wide range of memorable experiences, for example the school's outing to London. Many other visits are based in the local community, such as the Reception Year farm visit, and successfully promote pupils' spiritual, moral, social and cultural development.

The school's self-evaluation and school improvement planning are of a high quality and focused on sustaining and raising the school's effectiveness. They fully reflect the school's capacity for future improvement.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all 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 | 54 | 42 | 2 | 2 |
| Primary schools | 14 | 49 | 32 | 6 |
| Secondary schools | 20 | 39 | 34 | 7 |
| Special schools | 33 | 45 | 20 | 3 |
| Pupil referral units | 9 | 55 | 28 | 8 |
| All schools | 16 | 47 | 31 | 6 |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning and development taking account of their attainment. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Attendance: | the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance. |
| Behaviour: | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school. |
| Capacity to improve: | the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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: | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. |
| 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. |
| Safety: | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning. |

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.



2 May 2012

Dear Pupils

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

Thank you for welcoming me to your school recently, talking to me about your work, and telling me about your school and what you like about it. I enjoyed talking to you and would especially like to thank those of you who met with me or completed the questionnaire.

It was good to see you all enjoying your learning and achieving so much. I found that the teaching at your school was outstanding and that the teachers make sure the work they set helps every single one of you to learn. I particularly enjoyed hearing about the visits and trips that the teachers take you on, especially the trip to London. It was also great to see the excitement in the Reception children when they were introduced to Captain Beaky. I hope that you will grow up remembering these wonderful moments.

You told me that you thought your school was a very special place and I agree with you. Yours is an outstanding school. Even outstanding schools can carry on improving and I know your teachers want to do just that. I have asked your headteacher and the staff to always give you opportunities to assess your own work before they have a look at it so that you can understand how you can improve even more.

I enjoyed coming to your school. You can help it to stay outstanding by continuing to work hard and concentrating on your work in every lesson.

Yours sincerely

John Cavill
Lead inspector

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