

Mabe Community Primary School

Cunningham Park, Mabe, Penryn, TR10 9HB

Inspection dates 13–14 May 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school

- The effective leadership of the headteacher has raised the quality of teaching and improved pupils' achievement, so that both are now consistently good.
- Since the previous inspection, governors have improved the ways they hold the school to account. They now take actions which ensure the school's performance is good.
- Pupils' behaviour is good and they are eager to become successful in their learning. They say they feel safe because of the school's effective safeguarding routines.
- Teaching is good. Teachers plan activities that match the abilities of different groups and engage pupils' interests. As a result, pupils work hard.
- Additional adults within the classroom are adept at supporting the learning of pupils.
- Pupils' achievement is good. Work in books shows that, throughout the school, pupils make good progress from their individual starting points. This includes mathematics, a key focus for improvement in the previous inspection.
- Children make good progress in the early years. The care and attention of adults enable children to develop their basic skills confidently.

It is not yet an outstanding school because

- Pupils are not consistently shown how to become more proficient in developing more complex reading skills such as inference.
- Pupils' understanding is not always checked in ways to enable them to make even stronger progress, particularly when writing.

Information about this inspection

- The inspector observed learning in five lessons, of which four were seen jointly with the headteacher. The inspector listened to pupils read and looked at their work.
- The inspector met with pupils and talked with them about their learning. Meetings took place with governors and with subject leaders. A telephone conversation took place with a representative from the local authority.
- The inspector reviewed a range of documentation including, for example, that related to safeguarding, behaviour, and checks on pupils' attainment and progress.
- The inspector took account of the 34 responses by parents to the online questionnaire, Parent View, and 14 staff questionnaires.

Inspection team

Howard Jones, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- The early years provision consists of one full-time Reception class which also includes some pupils from Year 1.
- All other pupils in Key Stages 1 and 2 are taught in mixed-age classes: Years 1 and 2; Years 3 and 4; and Years 5 and 6.
- The large majority of pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs is higher than found in other schools.
- The proportion of pupils supported by the pupil premium is average. This additional government funding is used to support pupils known to be eligible for free school meals and children who are looked after. However, there were very few of these disadvantaged pupils in Year 6 in 2014.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Raise pupils' achievement by ensuring teachers:
 - consistently develop pupils' more advanced reading skills, such as inference, so that they think more deeply about the texts they read
 - routinely check pupils' understanding, especially in their writing, so that they make even stronger progress.

Inspection judgements

The leadership and management are good

- Checks by the headteacher on the quality of teaching are rigorous and have brought marked improvements so that teaching is now consistently good. As a result, the school's performance has strengthened since the previous inspection and pupils make good progress.
- Leaders' well-targeted programme for improving the quality of teaching is ensuring pupils want to do well and be successful in their learning.
- Subject leaders share ideas which effectively help teachers improve provision for pupils' learning. All staff are reflective practitioners and appreciate the professional development they receive. Collaboration between staff is a strength. They regularly confer with each other so that pupils who may need extra support in their learning become successful.
- Teachers only move through the pay and career scales according to how well pupils progress. Their targets are linked to these aspects and managers reward success when merited.
- The local authority's astute support following the last inspection has enabled the school to address areas identified for improvement. This support is now reduced. School leaders work closely with colleagues from local schools to share expertise and further enhance pupils' achievement.
- The primary physical education and sport premium is providing a range of opportunities for pupils to participate in competitive events, such as tag rugby and hockey. Training for staff means that they are becoming increasingly skilled at providing effective physical education sessions, such as shinty. As a result, pupils' physical well-being is being enhanced.
- The additional government funding for disadvantaged pupils is bringing improvements in their progress. Spending on, for example, additional support and resources is contributing to them making the same good progress as their classmates.
- All pupils have an equal opportunity to learn and no one is discriminated against. This is a school in which everyone feels included. Pupils value the sense of belonging they experience within these positive relationships. Disabled pupils and those who have special educational needs are well provided for. They participate in the full range of activities across the school and so make good progress in their work.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils visit places of worship of different faith communities. School assemblies provide opportunities for reflection around themes of forgiveness and aspiration. Older pupils visit Parliament and cultural places of interest in London. Pupils also participated in hustings events during mock elections. Consequently, pupils acquire understanding of British values, such as democracy, tolerance and respect. This prepares them well for life in modern Britain.
- Subjects are planned in ways which develop pupils' knowledge and understanding as they move through different year groups. Pupils' literacy skills are enhanced across subjects, such as geography and in their studies of the Romans. Homework tasks effectively extend pupils' learning too. Pupils also enjoy music and dance. However, pupils have yet to become more proficient in some more complex reading skills, such as inference, so they are able to think more deeply about the texts they read.
- Safeguarding meets current requirements and procedures keep pupils safe. Checks for educational visits and other aspects of the school's work are routine and effective.
- **The governance of the school:**
 - Governance is effective. Governors' actions are now promoting further improvements in the school's performance. Since the previous inspection their training has developed their capacity to manage the school. They regularly visit the school and use data to check on how well pupils are learning. They effectively compare the school's performance to others nationally and question school leaders about the quality of teaching and pupils' progress. Governors routinely check both the headteacher's and staff performance. They set targets which clearly focus on improving pupils' achievement and ensure the quality of teaching continues to improve. They know what the school is doing to reward good teaching and tackle underperformance. School finances are managed effectively to improve provision, for example in the recent development of the library. Governors ensure the primary sports funding is increasing the proficiency of teachers to deliver physical education so that pupils' well-being is enhanced. Governors also consistently check that the pupil premium is enabling disadvantaged pupils to become increasingly successful in their learning.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils behave well both in class and when moving around the school. During lunchtime, in the dining hall, pupils get on well and enjoy eating and talking together. Pupils respect one another and are friendly and care for each other.
- Pupils clearly want to learn and do well. They work collaboratively during activities and confidently share their ideas with each other during tasks. Pupils are articulate when expressing their views and take care in their work. They are eager to explore further, by using books or participating in role-play and practical tasks.
- Pupils enjoy sharing in the wider aspects of school life. Respect for the school environment is clearly evident. Pupils are especially active in promoting the school's sustainable use of energy by acting as 'eco ambassadors'. During assemblies pupils play the piano to support pupils' celebration in song. Other pupils act as 'play buddies' for younger children and each class tends a vegetable patch.
- School records show that these positive attitudes are typically characteristic of pupils' behaviour. Behaviour is not yet outstanding because it has still to have greater impact on their learning over time.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school and that staff are always to hand and willing to help should they have any concerns. They say their teachers are kind and listen to them and help them 'get the best out of our learning'.
- Pupils understand about different forms of bullying and learn how to keep themselves safe when using the internet. Incidents of bullying are very rare. Pupils say their school feels like a 'family' because it is 'homely' and a place where they are accepted for who they are. They say discrimination of any kind is very rare.
- The attendance of pupils is high. The very large majority of parents who participated in Parent View said their children are both happy and safe in this school. School staff also agree with this positive view.

The quality of teaching

is good

- School leaders have successfully improved teaching since the previous inspection. The work in pupils' books and school evidence of the progress being made by pupils show that the quality of teaching over time is good. Teachers work well together and plan tasks appropriately matched for different groups of pupils, and this promotes their learning well.
- Teachers encourage positive attitudes toward learning. Displays of pupils' work celebrate their success and pupils annotate these to reflect and further develop their understanding. This was especially evident in a Years 3 and 4 literacy task in which pupils were required to explore their ideas further to retell an account about Boudicca from different points of view.
- A particular feature, which teachers use well to promote reading, is pupils' use of electronic tablets to record reviews of books they read. Library displays wirelessly 'activate' these videos for other pupils to view and this serves to encourage them to engage with a wider range of text and authors.
- Teachers build on pupils' previous learning to require them to apply their literacy skills in other subjects. For instance, effective teaching of writing in Years 5 and 6 enhanced pupils' understanding of key subject vocabulary. Pupils' skills were successfully developed to enable them to write diamante poems about volcanic explosions.
- Teachers effectively mark pupils' work in ways which support their learning. Detailed comments celebrate their success and inform them how they need to improve their work. Pupils act upon this guidance to make more progress in both their literacy and mathematical skills.
- Teachers plan interesting activities and use resources well to support pupils' learning. For example, in a Years 1 and 2 mathematics session on three-dimensional shapes, pupils used a range of objects in their group tasks. This effective teaching of mathematics extends and deepens pupils' conceptual understanding and helps them apply their learning in practical ways.
- Other adults within the school are especially adept at promoting pupils' learning by offering them appropriate levels of individual guidance. They also lead group discussions to enable pupils who may need additional help to engage confidently with their work and consolidate this in their written tasks.
- Teachers check pupils' understanding during sessions. However, this is not consistently extended in ways to enable them to consider how they might make even stronger progress toward higher standards, particularly in their writing.

The achievement of pupils is good

- The achievement of pupils is good. Due to the small number of pupils, results from national tests vary each year. Nonetheless, because of actions taken by school leaders, pupils are making good progress from their individual starting points. School evidence shows that pupils currently in Year 6 are set to achieve well in their reading, writing and mathematics.
- The proportion of pupils achieving the nationally expected level in the Year 1 phonics check (linking letters with the sounds that they make) is above average. Pupils have good phonic knowledge by Year 2.
- Most able pupils make overall good progress as they move through different year groups. This is because planning by teachers is appropriately matched to their particular abilities.
- Disabled pupils and those who have special educational needs make good progress. They do especially well in mathematics because of the close attention given to meet their individual needs and the support they receive when working in groups.
- The small number of disadvantaged pupils in Year 6 in 2014 means it is not possible to comment on their achievement by the end of Key Stage 2. However, school checks show that disadvantaged pupils are making good progress in their subjects and that gaps are closing across the school.
- Pupils are increasingly confident at expressing their ideas in writing. Younger pupils in Year 1 are developing their skills effectively in their work. Older pupils competently draw on a range of literacy skills to write longer pieces of work, for example based on the novel, *'Good Night Mr Tom'*. However, pupils' understanding is not always checked in ways to enable them to make even stronger progress.
- Pupils enjoy reading work by a variety of authors. Nonetheless, pupils' progress in reading by the end of Year 6 has been more variable. This is because pupils are not consistently supported to become more proficient in their use of advanced reading skills such as inference. Leaders have correctly identified this gap as a priority for improvement.

The early years provision is good

- Leadership and management of the early years are good. Since the previous inspection, the school's work to improve teaching in phonics has brought about marked improvements in children's progress.
- Adults are effectively developing children's basic reading skills. They use a range of techniques to inspire children in their accurate use of phonics skills and confidently tackle 'trick words'. As with colleagues across the school, staff are seeking to enhance children's understanding in reading. A 'reading corner' promotes children's engagement with books and their understanding of language is further enhanced through interactive computer programs.
- The quality of teaching is good. Adults take every opportunity to talk with children to develop their understanding further. There is a 'challenge corner' in which children explore basic numeracy skills too. Children's fine motor skills are developed well through their writing, as seen in their books and the activities they participate in.
- Children's knowledge of the world is developed through a variety of opportunities. They visit the lifeboat station and local national maritime museum. Visits from 'people who help us' further extend their understanding, and role play effectively develops their imagination and creativity.
- Children are safe and checks by adults ensure the setting is secure and resources are clean and safe to use. Children behave very well and get on well together in both their play and learning tasks.
- Parents are involved in their child's learning and detailed records demonstrate clearly how their child is developing. The times when children join and leave the early years are managed well by staff.
- A large proportion of children join the early years with skill levels below what is typical for their age. Given the small numbers, there is some variation in this from year to year. A large proportion of children reach a good level of development by the time they enter Year 1 so that they are well prepared for the next stage of their education. This includes previously weaker areas of writing and shape, space and measure.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	111855
Local authority	Cornwall
Inspection number	462506

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	119
Appropriate authority	The governing body
Chair	Peter Tisdale
Headteacher	Paul Hayes
Date of previous school inspection	22–23 May 2013
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