

# Inspection of Mawgan-In-Pydar Primary School

St Mawgan Village, Newquay, Cornwall TR8 4EP

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Inspection dates: 14 and 15 November 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The head of school is Deanne Carden. This school is part of Aspire Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Vanessa Bragg, and overseen by a board of trustees, chaired by Penny Shilston.

Ofsted has not previously inspected Mawgan-in-Pydar as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection of the predecessor school.

## **What is it like to attend this school?**

Pupils are proud to be members of their welcoming and inclusive school. They talk about their learning, and the opportunities that the school offers, with enthusiasm. Pupils value the 'family feel' which helps them to feel safe and secure. Pupils say they can share their concerns and worries with trusted adults. When they have encountered issues, such as disruption of learning or falling out with friends, they say staff support them to resolve issues quickly.

Staff have high expectations of pupils. Pupils know these and the majority strive to meet them. Pupils know how people can be different and that this should not affect how they are treated. Pupils confidently express their views and opinions. The school encourages pupils to be self-aware. Pupils reflect on how they are feeling and how to manage this. For example, they begin each day with a check on their emotions and what they might need to be emotionally prepared for the day to come.

Pupils engage well with each other across the classes and ages. Older pupils show nurture and encouragement towards younger pupils. Pupils carry out their leadership roles with tenacity, such as playground buddies, school and eco council representatives. This builds confidence and independence as they prepare for secondary school.

## **What does the school do well and what does it need to do better?**

The school has a vision for all pupils to do well. The curriculum is reviewed each year to meet pupils' needs as they move through the school. The impact of this is clear in early years. Children get off to a strong start because learning is well-organised. Staff skilfully encourage and extend children's learning across all areas. The focus is firmly on language use and increasing vocabulary alongside physical and social and emotional development. Children's needs are identified quickly. The right support is put in place. Children are encouraged to be curious and problem-solve. Staff carefully increase children's interests and knowledge of the world around them. Children show excitement and a love of learning. They leave the early years well prepared for the curriculum in Year 1.

As pupils move into Year 1 and beyond, the curriculum strengthens their core learning in mathematics and reading. There is a well-structured phonics programme from the start of Reception. As a result, pupils become reading experts; reading with increasing fluency and accuracy. They develop a love of reading because the school places high importance on reading.

In mathematics, pupils recap prior learning to support them in building new knowledge with greater success. They have independent and teacher-led opportunities to practise reasoning and problem solving. Pupils with special educational needs and/or disabilities (SEND) have the targeted support they need to learn the same curriculum as their peers. Any additional support to help pupils catch up, is well-considered and matched precisely to pupils' needs.

However, pupils do not learn as well in parts of the wider curriculum. The school does not have an accurate view of this in some subjects. There is an ambitious intention for what and how pupils should learn, but this is not always realised in some subjects. Some learning does not support pupils to learn the intended curriculum. Consequently, pupils do not build their knowledge well or remember enough of their learning over time.

There are a minority of pupils who need regular reminders from staff about their expectations for conduct and attitudes to learning. Staff are vigilant around this but, at times, learning time is lost. Pupils attend well. The school takes effective action where needed to ensure parents know the importance of high attendance.

There is a range of opportunities for pupils to develop their talents and interests. These include opportunities to perform in the choir locally, and further afield, and extra-curricular clubs which have a sporting focus. The outdoor learning provision enriches the curriculum offer. Pupils increase their resilience and wider skills such as teamwork and risk awareness. Pupils strengthen their knowledge through personal, social and health education (PSHE). This enables pupils to be active participants in the communities they belong to. The school ensures pupils develop an awareness of the diversity of the world around them. They understand how fundamental British values underpin their tolerance and respect of others.

The school makes use of regular and ongoing communication between staff to inform the overview it has of itself. At times, there is a limited formalised approach to capturing additional detail to support the school's evaluation of itself. In some areas, the trust provides this level of scrutiny. This leaves the school vulnerable to blind spots and not getting important detail about the whole school view quickly enough.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Some subjects in the wider curriculum are not implemented well enough to ensure pupils recall learning successfully. Consequently, pupils recall in these areas is activity focused and does not support them to know and remember more over time. The trust must ensure that the school effectively monitors the implementation and impact of the curriculum so that pupils can build new learning successfully.
- A minority of pupils do not meet the expectations that staff have of their behaviour and attitudes to learning. They need frequent reminders about what is expected of them and this disturbs their learning and that of others. The trust

must make sure that pupils fully understand the expectations of their behaviour and attitudes to learning so less learning time is lost.

- There is not a fully accurate strategic view of the school. Too much is reliant on the strength of verbal communication. As a result, the school leaves itself vulnerable to gaps in knowledge and ability to be as responsive as it could to concerns that arise. The trust must ensure that there is a formalised approach to strengthen the evaluations the school makes about its provision.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	140897
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10298022
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	120
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Penny Shilston
<b>Headteacher</b>	Deanne Carden
<b>Website</b>	<a href="http://www.mawgan-in-pydar.org.uk">www.mawgan-in-pydar.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is part of Aspire Academy Trust.
- Mawgan-in-Pydar Primary School converted to become an academy school in June 2014. When its predecessor school, Mawgan-in-Pydar Primary School, was last inspected by Ofsted, it was judged to be outstanding overall.
- The school does not use any alternative provision.
- The school is a smaller than average-sized primary school.

## Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point in time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the head of school, the senior teacher, the special educational needs coordinator and subject leaders from the school. In addition, an inspector met with members of the hub council, the strategic partner and the CEO from the trust.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, music and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and pupils and looked at samples of pupils' work.
- An inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- Inspectors analysed school documentation, including leaders' evaluations and plans for improvement. Inspectors scrutinised a range of policies and procedures, including those that relate to the curriculum, SEND, safeguarding and behaviour.
- An inspector listened to the views of parents at the end of the first day of the inspection. Inspectors considered responses to Ofsted Parent View and the free-text comments. Inspectors evaluated responses to Ofsted's staff and pupil surveys.

### **Inspection team**

Leanne Thirlby, lead inspector

His Majesty's Inspector

Sarah Forster

Ofsted Inspector

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