

Inspection of Mabe Community Primary School

Cunningham Park, Mabe, Mabe Burnthouse, Cornwall TR10 9HB

Inspection dates:	3 and 4 December 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

The headteacher of this school is Andy Watkins. This school is part of Kernow Learning Multi-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, Clare Crowle, and overseen by a board of trustees, chaired by David Parker.

What is it like to attend this school?

This is a much-improved school. Pupils benefit greatly from the changes made since the previous inspection. They now understand what the school expects of them and always do their best. Staff at all levels share the same vision. This helps pupils to learn more across the curriculum than in the past.

Pupils enjoy school. They show positive attitudes to learning and behave well. In the early years, children listen attentively to adults during story time. The school's work on oracy is deeply embedded within the school's culture. Pupils learn to give extended responses to explain their thinking. This helps them to become articulate and confident individuals. In turn, they listen and respond to their peers' points of view. If bullying occurs, the school deals with incidents swiftly.

Pupils experience a well-considered offer beyond the academic. They participate in a range of clubs. This helps them to pursue their talents and interests. Pupils develop their resilience through residential. They take an active part in the running of the school through roles such as the school council and playtime leaders. This gives pupils a sense of responsibility and pride. Pupils understand difference. For example, they know that some of their peers get extra support but understand why this is fair.

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

The trust has supported the school substantially. It has overseen a period of rapid and sustained changes which have significantly lifted the quality of education. Following the previous inspection, the trust carried out a thorough review of the school's work. It concluded that the school's curriculum needed a complete overhaul. Using expertise from within the trust, the school now has an ambitious curriculum. It states clearly what pupils should know and when. This starts in the early years. As a result, teachers know what to teach and in what order.

The school has invested a significant amount of training to support subject leadership. This has proven to be highly effective. Staff check regularly how well pupils are learning in their subjects. They use this information to make further improvements so that pupils learn even more.

The school has supported staff to ensure that it turns the high ambition of the curriculum into reality. Using agreed teaching approaches, they implement the curriculum closely in line with its intent. Teachers give work that helps to deepen pupils' knowledge. Pupils with special educational needs and/or disabilities (SEND) have their needs identified early. They receive appropriate adaptations to help them learn well. Consequently, pupils have started to recall impressively their learning over the long term.

Teachers check what pupils have learned through quizzes. They use these to help address any gaps in knowledge. However, due to the historical weaknesses in the curriculum, some pupils still have gaps in their knowledge. The school has worked hard to address these. This has affected provisional outcomes at the end of key stage 2. While overall

pupils' outcomes are in line with national averages, too few pupils achieve the higher standard. This is because pupils have not acquired the depth of knowledge over time needed to achieve these.

Reading is at the heart of the curriculum. This begins as soon as children arrive in the early years. They learn a range of familiar stories and rhymes. Pupils develop a love of reading through the carefully chosen books they read throughout their school life. The school has ensured that staff are well trained to teach the phonics code. They make checks to ensure pupils understood what they have learned. Staff support quickly any pupils who struggle. This includes those at the early stages of learning English. These pupils catch up and keep up. The school's strong start in reading continues into key stage 2. Teachers question pupils well. This helps them to understand key themes and ideas in a text.

The school has changed its behaviour systems to help pupils behave well throughout the school day. In lessons and at social times, there is a calm and orderly feel to the school. Pupils are polite and confident when talking to visitors.

Pupils use their oracy skills to discuss moral issues, such as the recent floods in Spain. They know, and can exemplify, fundamental British values. Pupils know how to stay physical and mentally healthy.

The local governing body know the school well. This is because it makes regular checks on the school's work. It knows how the pupil premium funding is spent. This helps disadvantaged pupils to achieve well. Governors closely check pupils' attendance to ensure they attend regularly. They ensure that staff workload is also considered when changes are made.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils do not have a deep knowledge of the curriculum due to historical issues around its intent and sequencing. As a result, they have gaps in their knowledge which means they sometimes struggle to make links in their learning. The trust should support the school to continue to identify and address pupils' gaps in learning so that pupils learn in the depth of knowledge as expected in the school's curriculum by the end of key stage 2.

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

Unique reference number	143170
Local authority	Cornwall
Inspection number	10344747
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	176
Appropriate authority	Board of trustees
Chair of trust	David Parker
CEO of the trust	Clare Crowle
Headteacher	Andy Watkins
Website	www.mabe.kernowlearning.co.uk
Dates of previous inspection	26 and 27 April 2022, under section 5 of the Education Act 2005

Information about this school

- The school is part of Kernow Learning Multi-Academy Trust.
- The headteacher took up his post in September 2024.
- The school has a nursery provision. This admits children from two-years-old.
- The school runs its own breakfast and after-school provision.
- The school uses one unregistered provider of alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with trust executive leaders, the headteacher, groups of staff, groups of pupils, a trustee and members of the local governing body. An inspector also held a telephone call with the alternative provider.
- Inspectors carried out deep dives in English, mathematics and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum, spoke to pupils and looked at samples of work in some other subjects.
- 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.
- An inspector spoke to parents at the start of the school day. Inspectors also considered the responses to Ofsted Parent View, the pupil survey and staff survey.

Inspection team

Jason Edge, lead inspector

His Majesty's Inspector

Jonathan Gower

Ofsted Inspector

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