

# Mount Hawke Academy

Roddas Road, Mount Hawke, Truro TR4 8BA

**Inspection dates** 5–6 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	N/A
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school

- Since becoming an academy, the school has maintained very high standards of attainment. Pupils leave Year 6 having made outstanding progress and achieve well above expectations for their age in a range of subjects, and especially in mathematics.
- The headteacher and senior leadership team provide determined and focused direction and all staff work extremely well together as a team to maintain high standards in all aspects of the school's work.
- The quality of teaching is consistently good and much of it is outstanding
- Children thrive in this supportive, exciting and welcoming atmosphere. Staff are very skilled at engaging pupils, developing their spoken language skills and stimulating their curiosity.
- Governance is a strength of the academy and governors use their experience and expertise to ask searching questions about how well the school is doing. This level of challenge contributes to the excellent capacity demonstrated for ongoing improvement.
- Behaviour is exemplary in lessons and around school. Pupils are very proud to be at Mount Hawke and are excellent ambassadors for their academy, with a passion for learning. They are polite, inquisitive and fun.
- Pupils are given a wide range of responsibilities which they take very seriously. The school council and parliament provide excellent opportunities for the pupils to play a very proactive role in the life of the school.
- The curriculum provides a wide variety of learning experiences and opportunities for all age groups and contributes extremely successfully to the spiritual, moral, cultural and social development of the pupils.
- The vast majority of parents who spoke to the inspection team or responded to the online survey expressed a very high degree of confidence and trust in the academy and in the teachers.
- The school uses national and local data extremely effectively to check on pupil progress and address any underperformance.

## Information about this inspection

- The inspection was carried out over two days, with half a day’s notice.
- All full-time staff were observed teaching. A total of 20 lessons were seen. This included three joint observations with the headteacher.
- The inspectors heard pupils from Years 1 and 2 read individually and observed the teaching of phonics (letter patterns and the sounds they represent).
- Meetings were held with groups of pupils, members of the governing body, subject and key stage leaders, the special needs coordinator and members of the school leadership team.
- The inspection team looked at a wide range of evidence which included the school’s improvement plan, the school’s data for tracking the progress and attainment of individual pupils and specific groups, performance management documentation, the school’s self-evaluation information, minutes of meetings of the governing body, curriculum and lesson plans, governing body documentation, the work pupils were doing in their books and display work.
- Parents were met at the beginning and end of the school day and the 71 responses to the online questionnaire (Parent View) were considered. Responses from 17 staff questionnaires were also taken into account.
- During the inspection, pupils’ behaviour was observed, both inside and outside of the classroom, and the school’s safeguarding procedures were scrutinised.
- Mount Hawke Academy converted to become an academy school in April 2011. Mount Hawke Primary School, when last inspected by OFSTED, was judged to be outstanding.

## Inspection team

Mark Anderson, Lead inspector

Additional Inspector

Marian Marks

Additional Inspector

David Nebesnuick

Additional Inspector

## Full report

### Information about this school

- Mount Hawke is an average-sized primary school located near Redruth and Truro.
- Children are taught in single year groups of approximately 30 pupils. There is one combined Year 1 and Reception class.
- The vast majority of pupils at Mount Hawke (95%) come from White British backgrounds.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in local authority care, children with a parent in the armed services and pupils known to be eligible for free school meals, is below the national average. There are currently no children in local authority care and four children with a parent in the armed services on the school roll.
- The proportion of pupils who are disabled or have special educational needs supported at school action is in line with the national average. The proportion of children supported at school action plus or through statements of special educational need is significantly below the national average.
- The school has met the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school operates a breakfast club and an after-school club which operate on the school site.
- Mount Hawke became an academy in April 2011 and will be joining T.C.A.T. (The Cornwall Academy Trust) in September 2013.
- At the end of Year 6, almost all pupils transfer onto Richard Lander School, which is situated in Truro.

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

- Introduce a whole-school policy to ensure that pupils' work is fully matched to their earlier learning and is applied consistently across all year groups.
- Further improve and extend communication with parents.

## Inspection judgements

### The achievement of pupils is outstanding

- Most children have skills in line with, or slightly below, those typical for their age when they arrive at Mount Hawke, particularly in language and communication. Induction arrangements are very effective and pupils settle rapidly and make good progress in their first year, achieving the expected levels nationally when they go up to Year 1.
- Good progress continues through Key Stage 1 and the pupils quickly develop self-confidence and a genuine appetite for learning. The consistent levels of attainment are seen in all subjects and attainment is above, or in line with, national standards at the end of Key Stage 1.
- The strong foundations that have been put in place as pupils move into Key Stage 2 result in outstanding progress during Years 3, 4, 5 and 6. Before, and since, becoming an academy, Mount Hawke's pupils leave Year 6 having achieved results significantly above national standards, particularly in mathematics.
- The academy has established high academic attainment and pupils challenge themselves to go the extra mile, both inside and outside the classroom. This determination and success was evident during the inspection when Year 5 and 6 pupils returned to school from a 'Grass Biking' sports event, having gained second place out of 74 schools.
- Pupils in all age groups are given regular opportunities to develop their reading skills in school. Teachers and learning assistants work hard to make sure that both their enthusiasm for reading and their phonics knowledge are consistently reinforced and developed during both lessons and support sessions.
- There are no significant differences in the progress made by groups of pupils, including those from minority ethnic backgrounds. In English and mathematics, the attainment of pupils is similar to that of other pupils in the school. Pupils in receipt of the additional government funding, the pupil premium, achieve strongly in both mathematics and English, at least in line with their peers. The impact of well-planned interventions, particularly in Key Stage 1, is resulting in a significant improvement in the achievement of pupils with special educational needs and has successfully narrowed the gap between their attainment and that of all other pupils. This improvement demonstrates the school's successful promotion of equality of opportunity.
- The school's systems for tracking each pupil's level of progress and achievement are very detailed and accurate. The tracking data is carefully analysed by the senior leadership team to establish any areas that are in need of strengthening and any individual pupils or groups who require additional support.

### The quality of teaching is outstanding

- As the inspection evidence showed, teaching is at least good and very often outstanding and enables all pupils to make outstanding progress regardless of their starting points.
- The teachers' professionalism, enthusiasm and subject knowledge mean that lessons are well planned and engage and inspire all the pupils. Learning tasks are challenging and thought-provoking, which means the pupils' attitude to learning is extremely positive and the pupils' enthusiasm mirrors that of their teachers.
- Expectations are high and activities are made interesting so that pupils are engaged, challenged and motivated to learn. Pupils are encouraged to be independent learners and teachers ensure that they understand their lesson objectives and individual targets. Teachers check carefully on pupils' progress during and at the end of lessons. They praise pupils well for their efforts and correct any errors and misunderstandings sensitively.
- The high standards of classroom practice and expertise result in the pupils genuinely wanting to learn and being excited by much of their work. This enthusiasm was very apparent at the end of

a writing lesson in Key Stage 1 when the pupils did not want to stop working and had to be encouraged to go out into the sunshine at break time!

- The teaching of information and communication technology (ICT) is particularly strong, with older pupils being taught skills beyond those normally found in primary schools. Mount Hawke is a regional training centre for ICT and holds regular training sessions for staff from many other schools in the county. A recent session was filmed by one of the world's leading ICT companies.
- Marking and written feedback is consistently good across all year groups. It is detailed and accurately identifies strengths and areas for improvement in pupils' work. Teachers assess pupils' work regularly and accurately. Pupils understand the feedback they are given on how to improve their work.
- Teachers display excellent subject knowledge and use focused questioning skills to deepen understanding and to ensure that all pupils are kept fully engaged. Lessons are planned with precision and, in the majority of lessons, tasks are well matched to the abilities of all pupils, including those who are disabled and those with special educational needs.
- The range of experiences across the academy was illustrated in an excellent lesson in Year 4, when the entire class were able to recite a lengthy story about a Cornish giant, with accompanying actions, to one of the inspection team.
- All parents who spoke to an inspector or completed the online questionnaire considered that their child was taught well and made good progress

Intervention and support is carefully used to meet the learning needs of pupils. This takes place both in the classroom and in withdrawal groups. This is used flexibly so that teaching is able to meet the needs of pupils at the time they need support.

### **The behaviour and safety of pupils are outstanding**

- Pupils are very thoughtful and polite. Staff place a high priority on promoting a strong and consistent set of moral and social values. These values are encapsulated in the school's 'Golden Rules', which are well understood by all pupils. Pupils demonstrate a very positive attitude to school. Their enjoyment of everything it offers has a considerable impact on all aspects of their learning and play.
- Behaviour in lessons is typically outstanding. Pupils engage all the time in their work and all talk is linked to the learning tasks taking place.
- The older pupils provide very strong and caring role models. Pupils from different age groups mix well together and are respectful of each other.
- Almost all parents have a very positive view of behaviour, as expressed by those responding to the online questionnaire, Parent View, and to the school's own recent survey. They consider that the school places a very high priority on the pupils' safety and pastoral care. The pupils know that all behave very well, saying that bullying is exceptionally rare and that any concerns are dealt with immediately by adults.
- Pupils contribute a great deal to the life of the school and are very keen to take on roles of responsibility, and Year 6 pupils are extremely determined to achieve 'Super 6' status. Much is done to promote a 'family' feel and pupils appreciate that they are well known by all the staff, including the headteacher.
- Teachers manage behaviour very well. They have high expectations and have established excellent relationships with all the pupils. As a result, pupils have a high respect for authority, while also feeling able to express their feelings and ideas as to how to make the school even better.
- Attendance and punctuality are significantly improved and pupils clearly enjoy coming to school. They have a strong sense of shared ownership and look after the classrooms and buildings.
- Pupils who attend the academy's breakfast and after-school clubs said that they really enjoyed coming to school early and 'staying late'. Both clubs are well attended and provide a good range of activities.
- Pupils demonstrated an outstanding awareness of how to stay safe. Their understanding extends

beyond staying physically safe inside and outside school, and includes very good e safety awareness. For example, Key Stage 2 pupils were able to talk very knowledgeably about the risks of using the internet, and how to keep their personal details confidential.

## **The leadership and management are outstanding**

- The academy's senior leadership team and board of governors are extremely ambitious for the academy's development. The academy's leadership are a closely-knit team who have a united vision for the school and have been relentless in their pursuit of the highest possible standards. They have a good understanding of its strengths and how to improve further.
  - The leadership of teaching has become increasingly rigorous and effective performance management is being further refined to include greater self-evaluation in order to maintain and improve standards. This is well supported by the strong teamwork of the teachers and their desire and commitment to keep the school moving forward. The 17 staff questionnaires submitted show that staff have very positive views about the school. Staff morale is high and summed up by the comment of one teacher: 'Our goal, as a staff, is to make sure every one of our children achieves his or her full potential.'
  - The academy rigorously collects data on pupils' attainment and progress. The information is analysed accurately and pupil progress meetings are held regularly in order to identify those pupils falling behind or not making expected progress and take appropriate action.
  - The academy's self-evaluation is detailed, accurate and self-critical. This honest self-appraisal has resulted in a very clearly focused school improvement plan which is taking the school forward.
  - Substantial improvements to pupil outcomes, attendance and the quality of teaching during the last two years reflect a strong capacity to maintain improvement.
  - Safeguarding arrangements comply with statutory regulations. Leaders and managers are extremely well equipped to ensure that all staff recruited are checked rigorously. The leadership team identify and respond very well to any concerns regarding child welfare.
  - Members of the senior leadership team observe teachers regularly in the classroom and make accurate judgements on the quality of teaching practice and the progress pupils make. This information is used appropriately to decide teachers' pay and internal promotion. Performance, appraisal and pay progression are closely linked together.
  - Teachers and parents consider that the senior leaders provide strong and effective leadership and management across all areas of the school.
  - The school places a high priority on professional training for the staff and developing their teaching skills and knowledge and there are regular opportunities for teachers to share best practice.
  - The range of subjects and topics taught is extensive, and well matched to the needs of pupils. There are a very wide variety of activities and clubs available for pupils to participate in, which include a school Samba band which allows the pupils to experience Brazilian music and culture. Examples of the breadth of the curriculum are also seen in the many trips that take place, including recent outings to RNAS Culdrose, Pendennis Castle and the Eden Project.
  - There are numerous opportunities for the development of the pupils' spiritual, moral, social and cultural awareness and understanding. This is highlighted by the links with schools in Spain and Uganda which have included visits by Ugandan pupils and teacher exchanges. These experiences have greatly enhanced the pupils' understanding of their role as 'global citizens'.
  - The academy calls upon external agencies when necessary to provide support and an external review of its performance.
- **The governance of the school:**
- Governors have an in-depth knowledge of the school and are determined to improve it further. They hold the headteacher and senior staff to account for the effectiveness of the school and have a clear understanding of its strengths and how well it performs in comparison with other

similar schools. They understand the areas for development and work closely with the school to develop and action the academy improvement plan. They regularly visit the school and are individually 'attached' to specific classes and subject areas. The governing body has an appropriate committee structure and individual governors' expertise is used effectively. The school's finances are carefully audited and managed. Governors have a clear understanding of how the pupil premium funding is allocated and its impact in increasing pupil progress. Governors are kept well informed by the school's leadership and also attend regular training to enable them to fulfil their roles more effectively. The board of governors ensure that all statutory requirements are met, especially those connected with safeguarding and the safe recruitment of staff. They have a secure overview of the academy's finances and ensure that teachers' salary progression is closely linked to performance management.

## 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

<b>Unique reference number</b>	136597
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	413229

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	234
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nicola Pearce
<b>Headteacher</b>	Andrew Earnshaw
<b>Date of previous school inspection</b>	17 October 2006
<b>Telephone number</b>	01209 890230
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