

Wadebridge Community Primary School

Inspection report

Unique Reference Number	111979
Local Authority	Cornwall
Inspection number	357019
Inspection dates	29–30 November 2010
Reporting inspector	Ronald Hall

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	449
Appropriate authority	The governing body
Chair	Jackie Eason
Headteacher	Geoff Leend
Date of previous school inspection	25 September 2007
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Introduction

This inspection was carried out by four additional inspectors. They visited 20 lessons, observing 13 teachers. Inspectors held meetings with the headteacher, staff, pupils and representatives of the governing body. They observed the school's work, and looked at documentation including assessment and tracking data, samples of the monitoring of teaching and learning, school planning, and the school development plan. Inspectors also scrutinised documents regarding safeguarding. Questionnaires returned from 140 parents and carers, 46 staff and 103 pupils were also analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The rates of progress and attainment of all pupils and particularly the  higher-attaining pupils.
- The extent of progress made by pupils in mathematics and English.
- How well matched the recently changing curriculum is to the needs and abilities of all pupils and how effectively it develops their personal and academic development. How well matched the recently changing curriculum is to the needs and abilities of all pupils and how effectively it develops their personal and academic development.

Information about the school

This is an above average-sized primary school where most pupils are of White British heritage. The number of pupils with special educational needs and/or disabilities is below average overall but the number of pupils with statements of special educational needs and/or disabilities is average. The proportion of pupils known to be eligible for free school meals is below average. The school has an after-school club and nursery which share the same premises. The school has Healthy School status and the Activemark award.

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: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Wadebridge Primary provides pupils with a satisfactory standard of education and is a very happy, friendly school. Adults understand and care for the pupils well. Pastoral care is an undoubted strength and is central to pupils', parents' and carers' confidence in the school. Pupils generally make satisfactory progress from their low starting points; attainment is broadly average, but improving. The school has made satisfactory progress against the areas for improvement in the previous inspection report. School records and inspection evidence show that higher-attaining pupils do not always make the progress expected of them from their starting points. This is due to some inconsistency in the use of data and assessments for planning; work is not always sufficiently focused on pupils' needs, particularly in Key Stage 2.

Children get off to a good start in the Nursery and Reception classes. Good progress in their personal, social and emotional development underpins the strong relationships and high levels of respect and consideration which are common throughout the school. This is reinforced and enhanced by the good parental links the school has built up. These are further reinforced through the good provision in the after-school club where well-qualified staff provide a range of activities suitable to the needs of all those who attend.

Provision for those pupils with special educational needs and/or disabilities is good and as a result they make good progress. New initiatives, for example in developing the curriculum, show signs of success, especially in English, where the introduction of a commercial programme to promote the link between sounds and letters has begun to provide a more rapid rise in attainment and progress. Pupils' capability in writing remains a relative weakness but improvement strategies are beginning to show signs of impact.

Leaders and managers have a satisfactory view of the school's strengths and weaknesses through broadly accurate self-evaluation procedures and there is a united determination to bring about improvement by all levels of management. However, data and assessment information are not used consistently well to refine action planning and targets are not always challenging. The governing body is strong, challenges the school effectively and is at the heart of driving improvement. Examples of this are the introduction of the initiatives in both English and mathematics. Reports at governing body meetings are cross-referenced with regular formal and informal observations of the school at work. Careful scrutiny and understanding of data ensures that the governing body has a clear and accurate picture of the school. This rigor by the governing body, the whole-school commitment to improvement and agreement on how to achieve this, combined with the satisfactory leadership of the school, provide satisfactory capacity to improve.

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What does the school need to do to improve further?

- Ensure that leaders and managers at all levels use data and assessment information effectively to inform action planning and set more challenging targets.
- Improve pupils' progress, particularly in Key Stage 2 through:
 - ensuring consistent challenge in lessons, particularly for higher-attaining pupils, and faster pace of work.
 - providing good opportunities for extended writing across subjects. providing good opportunities for extended writing across subjects.

Outcomes for individuals and groups of pupils

3

Achievement is satisfactory, but there is variation in progress for pupils of different abilities. Analysis of pupils' work shows that some pupils are not consistently stretched or set challenging targets. This particularly affects more-able pupils whose progress slows. Nevertheless, data show positive signs of improvements to progress in both English and mathematics. Good use of collaborative work was seen during the inspection both to enhance learning and to encourage pupils. Pupils are very enthusiastic, eager to learn and almost all report that they enjoy learning. Year 6 pupils were observed eagerly exploring concepts around the life of Anne Frank, demonstrating excellent empathy skills. Pupils enjoy learning more when it is active and thrive on practical elements. Occasionally, pace drops when work does not fully stimulate or interest them.

Pupils behave very well, feel safe and eagerly express pride in their school. They particularly like the more creative curriculum and the variety of visits and visitors used to enhance their learning. Pupils have a positive work ethos and good moral and social skills, and the effect of this can be seen in all they do and the way they behave. The way the school fosters personal development helps pupils to grow as sensible, caring and very health-conscious young people. Even the very youngest children were more than capable of explaining how to stay healthy and fit. The school council and the numerous opportunities pupils have to take responsibilities, such as acting as monitors and playground friends, successfully encourages a good sense of community spirit. Pupils have a good appreciation of local lifestyles, faiths and customs, but they have yet to develop an in-depth knowledge and understanding of the diversity in the United Kingdom and world in which they live.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching quality is inconsistent across the school and particularly in Key Stage 2. Recent changes in the curriculum are creating a more imaginative and creative approach which usually meets pupils' needs by stimulating their interests. Assessment is accurate but systems are not always used effectively by teachers to create challenge and pace. Notably strong features in teaching include the excellent relationships between adults and pupils and the use of interactive whiteboards. In a successful Key Stage 1 lesson on language structure, pupils made good progress because of the relevant activities presented by the teacher and high staff expectations about work and behaviour. The teaching of writing has improved recently and the curriculum now gives more opportunities for pupils to engage in extended writing tasks. However, this has not yet had a full impact upon pupils' achievement because it is uneven in quality across different subjects. A strength of provision is the wealth of extra-curricular opportunities, particularly in music and modern foreign languages. There are also good sporting opportunities made available through partnerships with the local cluster of schools. Visits and visitors are used effectively to enhance pupils' understanding of the wider community and are selected with this purpose in mind.

Good care, guidance and support are firmly established within the vision for the school and contribute strongly to pupils' good personal development. They are founded on the staff's thorough knowledge of the pupils and excellent relationships between adults and

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pupils. Those pupils whose circumstances may make them vulnerable receive sensitive help. Pupils know they will be listened to and their views considered. There is an ethos of trust, enabling pupils to make mistakes and learn from them in a positive manner. This makes a good contribution to the school's happy atmosphere. Those pupils with special educational needs and/or difficulties are effectively assessed, using outside expertise where required, and are well supported in classes. All pupils who attend it greatly benefit from the good care in the after-school club.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and leadership team provide a unified vision for the school and have developed systems and procedures to provide accurate data and assessment of pupils. As yet, this is not always analysed rigorously and used to fine-tune development strategies or evaluate their success in order to ensure rapid improvements in both attainment and progress. The quality of teaching and learning in lessons is monitored and appropriate actions taken to promote improvements.

Governance is good; the governing body robustly holds the school to account and gives support. It ensures that systems and procedures to promote equal opportunities and to tackle discrimination are in place and that any issues are addressed quickly. Safeguarding procedures are good and the school has adopted recommended good practice across all areas of this work. The school site is secure and staff and governors receive regular safeguarding and child protection training. They are well aware of the importance of their roles in keeping the pupils safe and free from harm.

The school has good partnerships with parents and carers. Good parental relationships are built up during the Early Years Foundation Stage and extend throughout the whole school. The school's work in promoting community cohesion is satisfactory and the impact is positive within the school and the local community. Through its audit and evaluation, the school recognises its work in the wider context is more limited, but it has a secure strategy to develop this area.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

A feature of the good teaching in the Early Years Foundation Stage is the excellent relationships both between adults and children and between children and their peers. Staff work very well together and involve both parents and carers and children in all aspects of learning. The provision is bright, informative and well resourced. Daily safety checks ensure the children's health, welfare and safety are paramount. The outdoor provision is good. Outside activities mirror and enhance indoor themes. However, the outdoor provision is not directly linked to the nursery classroom which restricts independent movement and free play between the indoors and outside. Excellent relationships with parents and carers underpin the school's good induction and care procedures. Staff know children well and make sure learning is fun. As a result of good leadership and management, children make excellent progress in personal, social and emotional development, fitting in well with the school's ethos of being considerate, including sharing and being prepared to listen to others. They make good progress in most other areas of development.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation	2

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

Stage	
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Views of parents and carers

The majority of parents and carers who responded to the inspection questionnaire are very supportive of the school. They appreciate the care provided and feel the school provides a good education for their children. They consider that their children are very happy in school. One parent commented, 'Wadebridge is a great school.' Another commented, 'A great school for inclusion and social skills.' Some parents expressed concerns regarding the progress of higher-attaining pupils particularly in Key Stage 2, which is an issue raised in the report. Others were concerned about behaviour. The inspection team only observed good behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wadebridge Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 140 completed questionnaires by the end of the on-site inspection. In total, there are 449 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	80	57	55	39	4	3	0	0
The school keeps my child safe	73	52	67	48	0	0	0	0
My school informs me about my child's progress	45	32	81	58	13	9	0	0
My child is making enough progress at this school	44	31	82	59	9	6	2	1
The teaching is good at this school	57	41	78	56	2	1	0	0
The school helps me to support my child's learning	40	29	81	58	13	9	3	2
The school helps my child to have a healthy lifestyle	52	37	82	59	3	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	53	38	73	52	4	3	0	0
The school meets my child's particular needs	46	33	80	57	8	6	2	1
The school deals effectively with unacceptable behaviour	34	24	82	59	9	6	3	2
The school takes account of my suggestions and concerns	31	22	77	55	13	9	3	2
The school is led and managed effectively	42	30	84	60	8	6	4	3
Overall, I am happy with my child's experience at this school	60	43	74	53	4	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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 December 2010

Dear Pupils

Inspection of Wadebridge Primary School, Wadebridge, PL27 6BL

Thank you for your help and warm welcome when we visited your school. We agree with you when you say that you feel safe and secure in school. We were particularly impressed with your eagerness to learn and your positive attitude.

You are being successfully helped to grow up as sensible, healthy, considerate young people who behave well. Staff take very good care of you and make sure you are treated fairly. Your school is a satisfactory school. This means that there are lots of things that it does well but there are some things that it could do better.

In order to improve, the school needs to make sure you all do as well as you can and particularly those of you who often find work easy. To do this, we have asked that staff make sure that they use the information they have on your learning and what each of you needs to do next to plan challenging lessons and keep you learning rapidly. Also, we have asked that the leaders of your school focus more consistently on how well you have done when they plan improvements.

We wish you all well for the future. All of you can help by keeping on trying hard in lessons.

Yours sincerely

Ronald Hall

Lead inspector

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