

St Breock Primary School

Inspection report

Unique reference number	137142
Local authority	Cornwall
Inspection number	397473
Inspection dates	20–21 June 2012
Lead inspector	Grahame Sherfield HMI

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

Type of school	Primary
School category	Academy
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	192
Appropriate authority	The governing body
Chair	John Godwin
Headteacher	Denise Gladwell
Date of previous school inspection	27–28 January 2009
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Age group	3–11
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Introduction

Inspection team

Grahame Sherfield

Her Majesty's Inspector

Fran Ashworth

Additional inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 14 lessons, taught by 8 teachers. They held meetings with members of the governing body, staff, and pupils, and met some parents and carers informally. Inspectors observed the school's work, and looked at key documents, such as the school's plans for improvement and development and the minutes of meetings of the governing body, as well as 119 paper questionnaires returned by parents and carers.

Information about the school

St Breock is smaller than the average-sized primary school. It serves a largely White British community from the town. The proportions of pupils supported at school action plus or with a statement of special educational needs and of those known to be eligible for free school meals are below average. The school meets the floor standard for attainment and progress currently expected by the government. St Breock converted to academy status in August 2011 in collaboration with a local primary school.

The governing body manages the St Breock Beacons Nursery and before- and after-school provision on the school site.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key findings

- This is a good school, where pupils flourish in the warm and caring atmosphere created by the headteacher and the staff. The promotion of pupils' spiritual, moral, social, and cultural development is outstanding and the curriculum provides good opportunities for developing pupils' skills in literacy, numeracy, and information and communication technology. The school is not outstanding as the drive to improve teaching and pupils' progress has currently secured good, rather than outstanding, achievement.
- Children in the Nursery make a good start in their social development and readiness to learn. That is built on well in Reception Year in developing children's skills, particularly in literacy and numeracy. After a dip in the progress made by Year 6 pupils in 2011, particularly in mathematics, progress has accelerated, especially in Years 5 and 6. That is because of good teaching and rigorous tracking of pupils' progress. Achievement by the end of Year 6 in English and mathematics is good.
- Teaching is good and much good teaching was observed by inspectors, with engaging activities and a brisk pace in learning. Pupils enjoyed their work very much, concentrated well and were keen to contribute their ideas.
- Pupils' behaviour is outstanding, with excellent relationships evident in classrooms and around the school in the calm atmosphere that prevails. Pupils report they feel very safe and parents and carers agree. Attendance has improved and is above average.
- Vigorous leadership is provided by the headteacher and senior leaders, with clear priorities for future development. Tracking the progress of individual pupils has been enhanced through a new system introduced this year. It is not being exploited fully to track the progress of different groups of pupils, for example, girls and boys, to check the impact of actions taken to secure improvement.

What does the school need to do to improve further?

- Accelerate pupils' progress so that it is consistently good across the school and, by the summer of 2013, 92% of Year 6 pupils have made the progress

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- expected nationally in mathematics and all have achieved this in English.
- Ensure that the progress of different groups of pupils is monitored more closely through making full use of the new tracking system so that the impact of actions taken can be evaluated more readily.

Main report

Achievement of pupils

In most of the lessons observed during the inspection, pupils made good progress, sustaining their efforts well. They responded particularly well when they addressed challenges in their learning that teachers had identified carefully, using their good assessment of pupils' previous work. Pupils made effective use of the teachers' guidance on the time allowed for different parts of the lesson and were often stimulated by the prospect of presenting their ideas to their classmates. Where the progress observed was occasionally satisfactory, pupils' learning slowed as the activities met their needs less effectively.

Children join the school with skills and knowledge levels broadly expected for their age, but with some weaknesses in their personal and social skills. The weaknesses are addressed well in the Nursery so that children can make good advances in Reception Year in their skills in communication, language and literacy, and in using number. Some exceptional skills in using information and communication technology were observed by inspectors. By the end of the Early Years Foundation Stage, skills, knowledge, and understanding are as expected nationally overall. Attainment by the end of Year 2 and of Year 6 in English, including reading, and in mathematics is broadly average overall. Progress in English and, particularly, in mathematics is improving strongly. Good teaching of the sounds that letters make is having a positive impact on pupils' skills in reading. Greater attention to pupils' number skills has made a strong contribution to the more-rapid progress pupils now make in mathematics. Disabled pupils and those with special educational needs make similar progress to their peers. The school has been seeking to narrow the historical gap between girls' and boys' attainment in mathematics. In some year groups, that has been successful and, indeed, girls' attainment has moved above the boys'. In others, the school is continuing to address the issue through individual guidance and additional support in small groups.

Most of the parents and carers who responded to the Ofsted questionnaire think that their children are making good progress in the school. Inspection evidence confirms that view and shows accelerating progress.

Quality of teaching

Teachers have established very good relationships in their classrooms and lessons often involve stimulating materials. The curriculum provides engaging contexts within which important skills can be taught, for example, writing. Teachers maintain a brisk

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pace in learning and provide frequent opportunities for pupils to contribute their ideas and articulate their thinking. They ask probing questions often to check pupils' understanding as the lesson proceeds and use their subject knowledge well to encourage pupils to use the correct vocabulary. Marking is frequent and often includes helpful 'next steps' in English, but this is a less-common feature in mathematics. Teaching assistants support pupils' learning well. Teaching makes a positive contribution to pupils' spiritual, moral, social, and cultural development, particularly in supporting pupils in working well together and listening carefully to the views of others.

The best teaching observed was characterised by good consolidation and development of skills through applying them to problems. For example, in a Year 6 mathematics lesson, pupils were engaged by well-designed problems set in the context of the Olympics, linked to the school's 'Olympics fortnight', which developed well their understanding of time. The teacher identified carefully where groups needed some direct teaching to support their efforts. Good subject knowledge was deployed effectively to provide activities that met pupils' varying learning needs well. For example, in a Year 1 English lesson, good knowledge of the sounds that letters make was used well to enable pupils to use terms such as 'digraph' with some confidence and the teaching assistant supported the learning of a group of pupils effectively. Where teaching was less strong, teachers sometimes did not give pupils enough support and guidance on how best to address tasks given and, on occasion, some pupils needed more practical approaches to help them to get started on their learning.

Almost all of the parents and carers who responded to the Ofsted questionnaire think that their children are taught well. Inspection evidence supports this view.

Behaviour and safety of pupils

Behaviour is outstanding and it is a notable strength that pupils are skilled in managing their own behaviour so that it is almost always appropriate to the context, whether in lessons or around the school site. They respond exceptionally well to opportunities to work independently and collaboratively, as well as taking on responsibilities around the school. Pupils report that bullying is rare and mostly name calling. They say that any incidents are tackled effectively by the staff. The school's behaviour records confirm that picture and show that any misbehaviour is dealt with effectively. The system of rewards and sanctions is understood well and applied consistently and effectively. Pupils in need of a little extra support are cared for well and the school makes good use of the support of other agencies as appropriate. The school emphasises the importance of attendance and works closely with educational welfare staff as necessary. As a result, attendance has improved significantly since the previous inspection.

The very large majority of parents and carers who returned the Ofsted questionnaire think that their children feel safe at school and almost all believe there is a good standard of behaviour. Inspection evidence supports those positive views.

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Leadership and management

The headteacher, supported by senior staff, has a clear vision for the continuing improvement of the school for the benefit of its pupils that is widely shared. Rigorous tracking of pupils' progress is complemented by equally robust lesson observations and scrutinies of pupils' work and teachers' planning. Clear strengths of the teaching have been identified, as well as areas for development that have been followed up and, as a result, teaching has improved. Leadership of English and mathematics is strong and developing well. The school's self-evaluation is accurate and results in clear priorities for further development.

The school, correctly, identified the need to improve progress last year, particularly in mathematics. It adjusted the curriculum successfully to focus more on important number skills and introduced setting to meet pupils' learning needs more effectively. Teaching is improving and expectations of the progress made in English and mathematics in each year group have been raised. Good subject leadership and effective professional development contribute strongly to the school's success. The governing body is provided with detailed, yet accessible, information by the headteacher and other staff and members are, therefore, well placed to ask challenging questions of the school's leadership where appropriate. Consequently, the capacity to improve is good.

The curriculum is broad and balanced. It engages pupils effectively, meeting their needs well, for example in developing their literacy and numeracy skills, as well as their understanding of the local community. There is a strong contribution to pupils' personal development through the wide range of opportunities in the classroom and outside. For example, the 'young leaders' organised the 'games from around the world' afternoon very effectively during the inspection. The curriculum and the ethos of the school contribute exceptionally strongly to pupils' spiritual, moral, social, and cultural development.

The school has good partnerships with a range of other organisations to extend the opportunities for pupils, both in their work and their personal development. Good examples include the strong links with the parish and collaboration with other local schools, including increasingly the partner academy primary school. The school engages exceptionally well with parents and carers and almost all think that the school helps them support their children's learning and responds well to any concerns. It works effectively to ensure that all groups of pupils, including disabled pupils and those with special educational needs, make similar progress to others. That shows it is successful in promoting equal opportunities for pupils of all abilities and backgrounds to achieve as well as each other. The school strives to ensure that discrimination against any group is avoided at all times. The school's arrangements for safeguarding meet requirements and all necessary policies are implemented fully.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



22 June 2012

Dear Pupils

Inspection of St Breock Primary School, Wadebridge PL27 7XL

Thank you for your involvement in the recent inspection, particularly for the friendly and polite way in which you welcomed us. We enjoyed visiting your school.

You go to a good school, where the governing body, the headteacher, and the staff all want the school to keep getting better and are keen for you to do as well as you can. You told us that your school is very friendly and the staff are caring. We agree. Here are the main things we found out.

- You make good progress in your work and develop very good skills that will help you in the future, for example working with others and on your own.
- The teaching is good and you work very well in your lessons.
- Your behaviour is outstanding and you report that you feel very safe.
- Children in the Nursery and in Reception Year are supported well in getting on with each other and in laying solid foundations for their work in Year 1.

There are two things we have asked your school to do to keep improving.

- Speed up the progress you make in English and mathematics each year. You can help by always doing your best in your work and taking your teachers' advice on how to do better.
- Make full use of the new system for handling information about your progress so that the headteacher and the staff can see the effects of things they have done to help you do better.

Thank you again for your involvement in the inspection and we wish you every success for the future.

Yours sincerely

Grahame Sherfield
Her Majesty's Inspector (on behalf of the inspection team)

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