

St Breward Community Primary School

St Breward, Bodmin, PL30 4LX

Inspection dates 9–10 June 2015

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils grow and develop as mature and reflective young people, well prepared for the next stage of their education.
- All pupils make good progress in reading, writing and mathematics. The numbers of pupils reaching the higher Level 3 at Key Stage 1 and Level 5 at Key Stage 2 in reading, writing and mathematics have increased in the last year.
- Pupils are safe at school and know that the school keeps them safe. Behaviour in lessons and around the school is good and pupils are keen to get on with their work.
- High-quality relationships are evident throughout the school community. Parents and carers say it is like a big family and comment that their children thrive.
- Teaching is good. Teachers' expertise and good knowledge of individual pupils ensure that activities are designed to motivate and interest them.
- Children make good progress in the early years provision. Those who start with skills that are not typical for their age catch up quickly.
- The headteacher, all staff and the governors make sure that there are equal opportunities for everyone and all are highly valued and included. There is a positive ethos of encouragement and excellent opportunities for individual pupils to demonstrate their strengths and improve their achievement.
- Leaders, including governors, were successful in making recent improvements to teaching, demonstrated by the significant improvements in pupils' attainment in writing this year.
- The federation and the partnership within the cooperative Trust mean that pupils have a wide range of opportunities that are not normally available in a small school.

It is not yet an outstanding school because:

- Occasionally activities in lessons do not provide enough challenge so that pupils can demonstrate fully what they are capable of.
- Leaders for the early years provision do not yet check the children's progress frequently enough to see how they need to change the activities provided in order to accelerate progress in weaker areas.

Information about this inspection

- The inspector observed nine lessons, of which five were jointly observed with the headteacher. In addition, short visits were made to classrooms and the inspector listened to a sample of pupils in Year 1 read. The inspector reviewed samples of pupils' work in books to check their progress.
- Meetings were held with the headteacher, assistant headteachers, middle leaders, the Chair of the Governing Body and four other members, and a group of pupils. There were informal discussions with parents. The inspector held a telephone conversation with a member of the local authority.
- The inspector took account of the 15 responses to the online questionnaire, Parent View, and a recent questionnaire conducted by the school. She analysed the results of the staff questionnaire, to which there were 14 responses.
- The inspector looked at school documents, including information relating to checks on pupils' progress, plans for school improvement, records of the monitoring of teaching and learning, records relating to pupils' behaviour and attendance, the minutes of the governing body and safeguarding documents.

Inspection team

Janet Dinsmore, Lead inspector

Additional Inspector

Full report

Information about this school

- Since the previous inspection, the school has been in a formal federation with St Teath Community Primary School and the two schools share the executive headteacher. The federation is a member of the Moor and Coastal Partnership Trust, a cooperative learning trust. There are seven other primary schools and a secondary school who are members.
- This is a much smaller than average-sized primary school. Year groups vary in size from three to 11 pupils. There were two pupils in Year 6 in 2014. Pupils are currently taught in a mixed Reception, Year 1 and Year 2 class. Years 3 and 4 and Years 5 and 6 are taught as two separate classes in the mornings for English and mathematics and all together in the afternoons.
- The early years provision is full time in the mixed Reception and Key Stage 1 class and part time in the Nursery class.
- Most pupils are of White British heritage.
- The proportion of pupils who arrive at times other than would be expected is much higher than average, especially in Key Stage 2.
- The proportion of disabled pupils and those with special educational needs is much higher than average.
- The proportion of disadvantaged pupils who are eligible for pupil premium (additional funding for pupils known to be eligible for free school meals or in the care of the local authority) is lower than average and there are very few in some cohorts, none in others.
- There were too few pupils in Year 6 last year to comment on the school's performance against the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Improve teaching by making sure that all groups of pupils have sufficiently challenging activities in all lessons to improve their progress further.
- Improve the leadership of the early years provision by making sure that the assessments of children's progress are used to modify the activities provided to accelerate progress in weaker areas.

Inspection judgements

The leadership and management are good

- The headteacher works well with all the staff team to make sure that there is aspiration to continually improve teaching at the school and make it a harmonious learning community that is a hub for the village. This means that good teaching and good behaviour flourish. Good relations are promoted, discrimination is not tolerated and the school promotes equality of opportunity effectively.
- Individual pupils' progress in reading, writing and mathematics is tracked precisely and used effectively to check how well the school is doing. The resulting self-evaluation is accurate and leads to good plans for the school's future development with precise targets so that success can be measured. This means leaders and managers including governors know exactly how well the school is doing.
- The performance of teachers is managed well and targets set are linked closely to the school development plan so that all staff contribute strongly to the recent improvements in writing, for example. The headteacher has an accurate knowledge of the quality of teaching and uses a good range of different activities, including reviewing work in books and talking pupils, to check this.
- All teachers have leadership responsibilities across the school and are continually checking that progress is being made. The special educational needs coordinator works across both schools in the federation and makes sure that there are good relationships with other agencies so that pupils and families get the support they need.
- The range of subjects provides interest and meets all the requirements of the National Curriculum. It is extended and enriched through interesting opportunities both during and after school. This makes the very best use of the local environment, for example by learning to surf. Activities also extend pupils' understanding of modern Britain by visiting the City of Cardiff and learning about other religions and cultures. As a result, pupils appreciate and show respect for people's differences.
- Pupil premium additional funding is spent appropriately for the pupils to whom it applies to receive additional support to catch up and to access all the opportunities the school offers. Sports premium is spent effectively. All pupils have participated in competitive sport, the school has made sure that there is increasing participation in a wide range of sports and there is equality of opportunity for boys and girls.
- The excellent partnerships through the cooperative Trust enable the pupils to widen their experiences, for example, being taught by specialists in performing arts and performing at the current arts festival. Pupils and parents can find out about local opportunities for further education and employment that are available through 'Aspiration Days' organised by the Trust.
- The local authority provides light touch support for this school and has every confidence in the leadership of the executive headteacher.
- Parents are very supportive of the work of the school and increasing numbers are choosing it for their children, some making considerable journeys. They particularly appreciate how well staff know their children and help them to develop as whole and well-rounded young people. They receive accurate information about how to support their children's learning at home, whatever their age, through the effective homework book.
- Statutory requirements for safeguarding are met and procedures are effective.
- **The governance of the school:**
 - Governors are experienced and trained well to provide support and challenge to the school. This ensures that governance is effective. They bring a range of skills from business, education and public services. Governors make sure that the school's finances are managed well. They know how the school's achievement compares with other schools nationally and receive accurate reports from the headteacher about all aspects of the school's work. Governors visit the school regularly to check its work for themselves. They know that the quality of teaching is good and teachers are rewarded appropriately for their performance in the classroom and contribution to the school. They know that support has been provided where teaching was less strong, for example in improving the teaching of writing. They manage the performance of the headteacher well so that the school can continually improve.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They are motivated and enthusiastic in lessons. Pupils get on with their work well. It is not outstanding because occasionally some pupils lose focus if activities are not sufficiently

challenging.

- Pupils say that there is no bullying and everyone works together well. They say that any minor fallings out are usually about football and they get sorted out.
- School behaviour logs show that poor behaviour is rare and dealt with promptly and effectively.
- There are individual examples of excellent improvements in behaviour for some pupils who face more difficulties in managing their behaviour. This is because staff have an excellent understanding of individual pupils and know exactly what they need.
- Pupils play well together in the playground and on the field. They really enjoy school and say that everyone gets on really well together. They are tolerant and understanding of any differences between them, saying that 'no one makes fun of you'.
- Pupils know how democracy works and say that it is really important that everyone gets a vote, for the school council for example, so not just one person's opinion is followed.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils know how to assess risk for themselves, for example when using hot water in an experiment or playing on playground equipment.
- Attendance has improved since the previous inspection and is now average.
- Pupils know how to stay safe when using the internet, on the roads and at the beach.

The quality of teaching

is good

- Questioning is used very effectively by all staff to check pupils' understanding and enable them to explain what they have learnt.
- Pupils' individual contributions to discussions are valued and they also check each other's work against their personal targets. Pupils say that these targets really help them improve their writing.
- Assessments are accurate and used effectively to track individual pupils' progress so that good progress is maintained. Any slight slowing of progress is picked up quickly and pupils receive the help they need to catch up quickly.
- Reading is taught effectively throughout the school from learning letters and sounds in the Nursery, to knowing how to work out unfamiliar words, to discussing favourite authors in Year 6. Any pupils whose progress is slower are given the help they need to catch up, particularly for reading.
- Teachers are knowledgeable and generate enthusiasm so that pupils are keen to learn, for example, in writing the diary of an Amazon explorer in Years 5 and 6. Pupils know exactly how to improve their writing using their individual targets and are also using these well to check each other's work. Teaching of writing has improved and pupils are now achieving well.
- Mathematics is taught well and pupils use technical vocabulary correctly, for example when describing the properties of shapes. Mental calculation and accurate methods are used effectively to work out problems, as shown in pupils' books.
- Teaching assistants are trained well and used effectively to support learning in lessons and help pupils to catch up and overcome their difficulties. They make sure that disabled pupils and those with special educational needs receive exactly the right support that they need.
- Occasionally, in some lessons, tasks are insufficiently challenging and do not allow pupils to demonstrate their full range of skills.

The achievement of pupils

is good

- The numbers in each cohort are small, but each individual's progress is checked carefully and all pupils make good progress from their starting points.
- Pupils learn to communicate well and are encouraged to contribute in lessons explaining their points of view and what they are learning.
- Pupils read widely and often throughout the school. Younger pupils read carefully chosen books so that they make good progress and older pupils explain how teachers have introduced them to different authors and styles of book, giving them a love of reading. Most pupils over the last four years have left the school being able to read at the standard expected.
- All pupils make good progress in mathematics and all pupils for the last four years have achieved the standard expected at the end of Key Stage 2.

- Over the last three years, pupils have achieved national averages for attainment in reading and mathematics at Key Stage 1.
- Pupils' achievements in writing now match those in reading and mathematics at both key stages.
- There are examples of outstanding progress for individual disabled pupils and those with special educational needs. All these pupils make good progress because their individual educational and medical needs are met well by the school.
- Each pupil's achievements are highly valued and particular strengths are recognised and celebrated by the whole school community.
- The most able pupils achieve well throughout the school and achieve at the higher levels in reading, writing and mathematics at the end of each key stage.
- It is not possible to compare the achievement of the few pupils known to be eligible for pupil premium with that of their peers at this school or all other pupils nationally. These pupils are well supported and make good progress in the school.
- Pupils who arrive at the school at times other than those normally expected settle quickly and make good progress. Some make excellent progress to rapidly catch up with their peers.

The early years provision

is good

- Children make good progress throughout the Nursery and in their Reception Year in class one. Most start in the Nursery with skills at levels lower than those typical for their age, especially in communication and social skills.
- Throughout the Reception Year, they continue to make good progress and most are well prepared to continue their education in Year 1.
- Staff are knowledgeable about children's development in the early years. They question carefully, plan activities and provide experiences that enable children to learn effectively in the Nursery and in the Reception Year. The children learn well through the imaginative play that is a feature of both classes. This means that teaching is good.
- Children are fully involved in activities all the time so that their behaviour is good. They learn to cooperate, share and help each other.
- Children's move to full-time education at the school is seamless because families and individuals are well known to all staff. Children are safe and know how to use helmets on the scooters, for example, to keep themselves safe.
- Individual progress is recorded carefully and there are accurate assessments of individual children's skills and their next steps in learning are identified. However, leaders do not always use this information precisely enough to check that the activities are planned effectively to accelerate children's learning in weaker areas.
- Leaders make sure that the children are safe at all times. They work well to provide additional opportunities for younger children and their parents to find out about the Nursery through weekly stay and play sessions. These enable seamless transition when children start in the Nursery and contribute strongly to children's language and social development. Leadership and management are therefore good.

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

Unique reference number	111936
Local authority	Cornwall
Inspection number	453370

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	64
Appropriate authority	The governing body
Chair	Angela Clark
Headteacher	Lee Bacchus
Date of previous school inspection	30–31 March 2011
Telephone number	01208 850547
Email address	secretary@st-breward.cornwall.sch.uk

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