



# Wadebridge Community Primary School

Inspection Report

**Unique Reference Number** 111979  
**LEA** Cornwall  
**Inspection number** 278825  
**Inspection dates** 22 June 2006 to 23 June 2006  
**Reporting inspector** Peter Clifton AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Gonvena Hill
<b>School category</b>	Community		Wadebridge
<b>Age range of pupils</b>	3 to 11		Cornwall PL27 6BL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01208 814560
<b>Number on roll</b>	437	<b>Fax number</b>	01208 816337
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr C Riddle
<b>Date of previous inspection</b>	30 October 2000	<b>Headteacher</b>	Mr David Leend

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 22 June 2006 - 23 June 2006	<b>Inspection number</b> 278825
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

This above-average-sized primary school has experienced a significant reduction in pupil numbers over the past six years. Numbers are now stable, with two classes of pupils in each year group. The proportion of pupils with learning difficulties and disabilities and the numbers of pupils who join or leave the school other than at the usual times are below average.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to the progress made by pupils in Years 3 to 6 through better teaching, and in monitoring and evaluation at all levels.

Although the school has several positive aspects, its overall effectiveness is inadequate and it provides unsatisfactory value for money. A very positive feature of the school is the way it looks after and nurtures pupils' pastoral needs. This is recognised and valued by the parents, who strongly support the school. However, there are notable weaknesses in academic guidance and in ensuring that all pupils are achieving as well as they should. Pupils' attitudes and behaviour are good and attendance is above average, with pupils enjoying school and the range of clubs and additional activities on offer. The youngest pupils benefit from good provision in the Foundation Stage. Teaching and the curriculum are based on well-planned practical experiences. This ensures that there are good opportunities for pupils to develop speaking and listening, and personal and social skills. They leave Reception having reached the expected early learning goals. Good progress continues across Years 1 and 2 and pupils reach above-average standards. However, pupils do not achieve well enough across Years 3 to 6. Pupils' progress in different classes and in different years is too inconsistent. This is particularly evident in writing. Overall standards at the end of Year 6 have fallen steadily for some time and they are now below average. Lesson planning is not sharp enough to ensure that the needs of all pupils are met. There are weaknesses in marking and target setting and as a result, pupils do not have a sufficiently good understanding about how to improve their work. Leaders acknowledge that standards in writing are not high enough and have recently taken more robust action to rectify the problem. There are some signs that this action is beginning to have an effect and leaders recognise that actions to address the decline in standards require greater focus and evaluation to drive forward the necessary improvements in a timely manner. Leaders and managers have a large amount of information available about standards that pupils reach. However, until very recently, it is not been analysed sufficiently well to accurately judge pupils' progress. As a result, support has not been targeted accurately and there is an over-generous view of how well they are doing. Leaders have been successful in improving standards and achievement for younger pupils and have now overcome significant staffing difficulties in Years 3 to 6. The school has the capacity to improve, shown by the successful way it has addressed some identified weaknesses and its recent refocus on achievement and standards. However, overall improvement since the previous inspection has been inadequate.

## **What the school should do to improve further**

- Improve the quality of teaching and learning so that work is better matched to pupils' abilities, particularly in Years 3 to 6, by better use of assessment information, and ensure pupils have a better understanding of their learning needs.
- Strengthen leadership and management at all levels with regard to selfevaluation, taking the necessary steps in monitoring teaching and progress, so that resources can be targeted accurately.

## **Achievement and standards**

### **Grade: 4**

Achievement and standards are inadequate. Too many pupils of all differing abilities are not making as much progress as they should in Years 3 to 6. Children come into the Nursery with broadly average skills and knowledge except in their personal, social and creative development, which are below expectations. Provision in the Foundation Stage is good and the children quickly gain in confidence. The proportion meeting the early learning goals by the time they enter Year 1 is in line with that expected across all areas of learning. Standards in Year 2 are above average, showing the good gains that pupils have made across Years 1 and 2. Speaking and listening skills develop well and pupils show curiosity about other places and cultures. Pupils' achievement in Years 3 to 6 is too patchy and inconsistent, varying significantly between classes and subjects. Results in the Year 6 national tests in 2005 were below average and the school did not reach its Year 6 targets. Current standards are similar and pupils of different abilities make inadequate progress, particularly in writing. There are too few opportunities for pupils to write at length and not enough examples of high level work. The school makes good provision for pupils with learning difficulties and disabilities and they make satisfactory progress.

## **Personal development and well-being**

### **Grade: 2**

Pupils enjoy their education, describing their school typically as 'fun' and 'friendly.' They attend well and relationships across the school are harmonious. Pupils understand and follow the rules for behaviour, and are polite and courteous around the school. Social, moral, spiritual and cultural development is good. Pupils respond well to the wide range of opportunities for reflection and have good understanding of faiths other than their own. They learn much about their own culture through visits to local theatres, museums and galleries. Year 4 pupils have enjoyed the visit to Truro Cathedral and Year 6 gained much from attending a performance at the Minack Theatre. Pupils have a good awareness of how to keep safe in school and have confidence in the adults who look after them. They recognise the value of a healthy lifestyle, which is covered well in the curriculum, and appreciate healthy options available at lunchtime. They contribute well to the school community through the school council. The visit to Padstow fish market gave pupils a good insight into how an enterprise is developed;

however, some pupils are illequipped for the move to secondary school because they have not developed the skills and abilities of which they are capable sufficiently well.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Overall, teaching and learning are satisfactory. Effective teaching through the Foundation Stage and Years 1 and 2 gives the pupils a purposeful start. Throughout the school, teachers manage pupils sensitively and promote good relationships. Younger pupils quickly develop good work habits and organise themselves well. In many lessons there are good opportunities for pupils to talk together and develop their ideas. Pupils readily respond to questions. Weaknesses are mainly confined to Years 3 to 6. Although different work is usually set for pupils with different needs, it is sometimes too easy or not enough is expected. Occasionally, pupils are not clear about what they are learning because this has not been made sufficiently clear. As a result, although they listen well as a whole class, in group work they lose concentration. In science, teaching is focused too much on the middle-ability range and the more able are not stretched enough. There are good instances of teachers discussing with pupils how work can be improved, such as in Year 1. However, marking too often fails to help pupils understand how to improve. Pupils' targets are not based sufficiently on their current needs.

### **Curriculum and other activities**

#### **Grade: 3**

Overall, the curriculum is satisfactory. The curriculum in the Foundation Stage is good and encourages talk, independence and taking responsibility. It is adapted well for pupils with learning difficulties and disabilities, and teaching assistants are knowledgeable about pupils' particular needs. This good support enables these pupils to be effectively integrated in classes. The use of information and communication technology is improving and often used well in lessons to enhance learning. Enrichment activities, such as trips, visits, and the opportunities to perform, are good. Specialist teaching in music and modern foreign languages adds well to pupils' breadth of experiences. The school provides a well-planned and coherent personal, social and health curriculum which enables pupils to have good awareness of health and fitness issues. However, there are weaknesses in the curriculum for older pupils. Activities are not planned well enough to incrementally develop pupils' skills, knowledge and understanding in Years 3 to 6, particularly in writing. This factor causes inconsistent progress and some underachievement.

### **Care, guidance and support**

#### **Grade: 3**

Care, guidance and support is satisfactory overall with some good features. The school provides good pastoral care but there are weaknesses in the academic guidance

provided for pupils. Sensitive support is successfully provided for pupils with learning difficulties. Adults listen when pupils share information and deal with any potential bullying. The school has good child protection procedures and ensures that risk is assessed before activities are undertaken. Much of this good care and support is as a result of the positive relationships in classes, where teachers know the individual needs of their pupils well and promote good links with parents. The main weakness in academic guidance is that pupils' progress is not evaluated consistently well. As a result, underachievement is not identified or corrective action taken quickly enough. Some pupils are not provided with clear enough guidance about how to improve their work through marking or targetsetting.

## **Leadership and management**

### **Grade: 4**

Although leaders in the school have successfully tackled several issues, overall leadership and management across the school is inadequate. Leadership in the Foundation Stage and Years 1 and 2 is strong. Staff and governors are now more suitably involved in determining how weaknesses should be tackled. For example, leaders have recognised that writing is a particular weakness for some time and signs of improvement are emerging. Although there is a large amount of information available about standards, it has not been systematically analysed. Despite recognising that standards are not high enough in Key Stage 2, leaders' views about pupils' progress is over-generous and not based on robust evaluation. Action taken to halt the decline in standards and achievement by the end of Year 6 has been too slow and insufficiently targeted, however leaders have had to overcome some significant staffing difficulties in Years 3 to 6. Although insufficient improvement has been made since the last inspection, there are some successful developments which show that leaders have the capacity to improve. Good provision for pupils' personal development and inclusion policies are well embedded. Links with parents are very effective and they support the school strongly. Recent improvements to the buildings have significantly enhanced possibilities for specialist teaching in science. Literacy resources have been greatly improved through a dedicated library containing many new books. Most significantly, teaching arrangements in Years 3 to 6 have improved. The time is now ripe for these weaknesses to be tackled more effectively.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

### Achievement and standards

<b>How well do learners achieve?</b>	4	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Dear Pupils Thank you for your very warm welcome to your school. We enjoyed talking to you in lessons and during your playtimes. We were very impressed with how ready you were to give your opinions about the school. You gave us a lot of valuable information and this was a great help to us. What we most liked about your school:

The good start you make in Reception and Years 1 and 2.

Your good behaviour, attendance and positive attitudes.

How well the school helps you develop your personal skills.

The good range of clubs and visits that widen your experiences. We have asked your headteacher and others to work on:

Improving teaching, especially in Years 3 to 6, so that you have work that is sufficiently challenging.

Improving the information you have about how well you are doing, so that you have a clearer understanding of your own learning needs.

Making sure that leaders in the school know how well you are improving, so that extra help can be given to you and your teachers where necessary. We enjoyed the visit and hope your school continues to improve. Yours faithfully, Peter Clifton Lead Inspector