



St Breock Primary School

Inspection Report

Unique Reference Number 131612
LEA Cornwall
Inspection number 282235
Inspection dates 4 May 2006 to 5 May 2006
Reporting inspector Peter Clifton AI

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

Type of school	Primary	School address	Tremarren Road
School category	Community		Wadebridge
Age range of pupils	3 to 11		Cornwall PL27 7XL
Gender of pupils	Mixed	Telephone number	01208 815900
Number on roll	190	Fax number	01208 816400
Appropriate authority	The governing body	Chair of governors	Mr J Godwin
Date of previous inspection	22 January 2001	Headteacher	Mrs D Gladwell

Age group	Inspection dates	Inspection number
3 to 11	4 May 2006 - 5 May 2006	282235

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school opened in 1999 with 36 pupils, including few older pupils. Since that time, it has experienced rapid growth and is now slightly smaller than average. The numbers of pupils who join or leave the school other than at the usual times is higher than average. The proportion of pupils with learning difficulties and disabilities is lower than average. The school has recently incorporated younger pupils into the Foundation Stage.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with good provision for the younger pupils. It has come through a period of uncertainty due to difficulties in staffing and is now in a secure position to improve. Parents strongly support the school and highly value the good provision for pupils' personal development. The school provides satisfactory value for money.

Pupils are now making satisfactory progress overall. Provision in Reception is good and standards are above average. Pupils make good progress in Reception and Years 1-2 but this is not maintained through Years 3-6. Standards in Year 6 in 2005 were below average but have improved recently and are now broadly average. However, standards in science are not high enough because there are weaknesses in curriculum planning and teaching. Pupils' spiritual, moral, social and cultural development is good. Pupils behave well and have very positive attitudes to learning. The quality of teaching and learning is satisfactory overall. Lessons are well managed and organised; however, the provision for more able pupils is inconsistent. The wide range of enrichment activities contributes effectively to pupils' learning. Good personal support ensures that pupils grow in confidence and maturity as they move through the school. However, academic guidance is underdeveloped and pupils do not have sufficient understanding of what they need to do to improve their work.

There are weaknesses in the school's self-evaluation and planning for improvement, because the analysis of standards and progress made is not sufficiently well developed or accurate. As a result, the school's view of its effectiveness is too generous. The school has made satisfactory progress since the previous inspection.

What the school should do to improve further

- strengthen self-evaluation and planning for improvement in all aspects of the school's work through better analysis and use of information.
- raise standards in science, especially scientific investigation and enquiry, through better curriculum planning and teaching.
- improve pupils' knowledge of their own learning so that they have a better understanding of what they need to do to make progress.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory and standards by Year 6 are broadly average. Since the last inspection, standards have improved in Year 2. Children come into the school with average standards across all areas of learning. They achieve well in Reception. The proportion of pupils reaching the expected learning goals by the time they enter Year 1 is above average. Pupils' personal and social skills are particularly well developed. They listen well in class and play together happily.

In Year 2 tests in 2005, pupils reached above average standards. Over the past three years, test results have improved markedly. Standards in writing have improved strongly as a result of positive action taken by the school. In the 2005 Year 6 tests, standards were below average. However, current standards in English and mathematics have improved and are now broadly average, although standards in science are still not high enough. Pupils' scientific investigation and enquiry skills are inadequately developed through Years 3 to 6.

Pupils with learning difficulties and disabilities make satisfactory progress. The school set itself challenging targets for its Year 6 pupils in 2005 but these were widely missed.

Personal development and well-being

Grade: 2

Pupils' personal development is good and pupils of all ages are very well mannered and caring towards each other. They demonstrate many positive personal qualities. Pupils feel safe, enjoy school and behave very well in lessons and in the playground. They follow their 'School Promises' sensibly. Over time, they make good progress in their spiritual, moral, social and cultural development.

The pupils learn to value leading healthy and active lifestyles. They appreciate the high standards of food cooked on the premises. New pupils settle quickly into the school's secure routines and welcoming atmosphere and benefit from the very good relationships. The oldest pupils are confident, but not overly so, and told inspectors 'This is a happy school'. Pupils very much enjoy taking on extra responsibilities, including as part of the school council where older members patiently encourage the younger ones to join in and contribute equally. They have satisfactory basic skills for their future well-being. Pupils raise money or collect items for charities that are close to their hearts.

Attendance is satisfactory, with several pupils having improved rates of attendance during the past two years. Pupils are keen to arrive on time so they do not miss out on the early morning 'Wake Up' activity sessions in the hall.

The good standards in pupils' individual well-being are acknowledged by many parents, who say 'Happy children mean happy parents!'

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is satisfactory overall. Pupils get a good start in the school because teaching and learning are good in Reception and in Years 1-2. Lessons are well planned and lively. Pupils think that learning is fun and give of their best. Throughout the school, teachers manage pupils well and promote good relationships. The pupils work well together in groups and are happy and settled in classes.

In Years 3-6, teaching is satisfactory. However, the progress that pupils make is inconsistent. This is because teachers' planning does not always build effectively on the pupils' previous knowledge and understanding, especially for the more able pupils. The school has recently focused on the teaching of problem solving in mathematics and this is successfully beginning to improve pupils' skills. The teaching of science has weaknesses because investigation skills have not been taught well for some time and this results in standards in science being too low.

Curriculum and other activities

Grade: 3

Overall, the curriculum provided is satisfactory. There are weaknesses in the development of science investigation and enquiry and strengths in Reception and Years 1-2. The curriculum for the younger pupils encourages independence and making choices well. Displays around the school are of high quality and show a good range of art work. Good attention is given to pupils' personal and social development as well as to healthy living and physical fitness. Provision for pupils with learning difficulties is satisfactory with some examples of good support being given by teaching assistants. Enrichment activities are very positive features of provision. Activities such as the good range of after school clubs and the exceptionally frequent opportunities for pupils to join in residential visits between Years 3 and 6, add to pupils' enjoyment of school. Pupils in Year 6 are anticipating with much excitement their impending week of camping on the Isles of Scilly.

Care, guidance and support

Grade: 3

The pupils are cared for well but there are some inadequacies in the guidance and support they receive. In providing good quality care, the staff follow the lead given by the headteacher, who is patient, considerate and respectful towards every child. Pupils are confident that their views are taken on board and that adults care about them and help them sort out any worries.

Procedures to safeguard pupils are robust and good attention is given to ensuring standards of health and safety are high.

Academic guidance and support for individual pupils are not as good as they should be. Although pupils have targets for improvement, they frequently cannot recall them or sometimes do not understand what they mean. Lessons usually have clear objectives and strategies are being developed to involve pupils in their own assessment. Marking of work providing guidance to pupils about improvement is inconsistent. Overall, pupils' knowledge of their own learning and what they need to do to improve is underdeveloped.

Leadership and management

Grade: 3

The school is led and managed satisfactorily. It has gone through a period of uncertainty because of difficulties in staffing which caused some disruption to pupils' learning and underachievement in the recent past. These have now largely been resolved with a more stable and recently appointed team of teachers in Years 3-6. The incorporation of younger pupils into the school has been managed effectively and the good provision for pupils' personal development has been maintained through the school's rapid growth. The school has recently focused on improving standards in writing and problem solving in mathematics. The action taken is beginning to have an effect and the school is satisfactorily placed to improve further.

The work of subject leaders is at an early stage of development, because staff are largely new to their roles, but is progressing satisfactorily, with some key improvements now being made. The leadership understands the need to develop standards in science but this has not been a recent priority and weaknesses have not been tackled.

Leaders and managers have recently implemented arrangements to monitor and track pupils' progress. These still need further development to ensure that any underachievement is identified and remedied quickly. The leadership has a general understanding of the school's own strengths and weaknesses. However, it is not precise enough because self-evaluation is not sufficiently well rooted in accurate analysis of the standards that are being reached, or the progress made. As a result, the school's own evaluation of its effectiveness is over generous.

The governors are very supportive of the school and are suitably involved in monitoring aspects of the school's work. However, their understanding about the standards and progress made by pupils is imprecise. The school regularly consults with parents to gather their views.

Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	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	Yes	NA

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	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

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	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	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

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 your enthusiasm in lessons and how confidently you talked about your 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 1-2

your good behaviour and attitudes

how well the school helps you develop your personal skills

the good range of clubs and residential visits.

We have asked your headteacher and others to work on:

using information better to plan for improvement

raising standards in science and improving your investigation skills

helping you develop your understanding about what you need to do to improve your work.

We enjoyed the visit and hope your school continues to improve.