

Wadebridge Community Primary School

Inspection report

Unique Reference Number	111979
Local Authority	Cornwall
Inspection number	298545
Inspection dates	25–26 September 2007
Reporting inspector	Christine Huard

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 on roll	
School	447
Appropriate authority	The governing body
Chair	Peter McGregor
Headteacher	Geoff Leend
Date of previous school inspection	22 June 2007
School address	Gonvena Hill Wadebridge PL27 6BL
Telephone number	01208 814560
Fax number	01208 816337

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large primary school serves a wide area and the attainment on entry of children into the Nursery and Reception classes is very broad. It varies between well below and well above average and is close to average overall. The percentage of pupils with learning difficulties and/or disabilities is broadly average. A few pupils speak English as an additional language.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement. Wadebridge is a good school and pupils achieve well. The main reason for the rapid improvements that have taken place is the strong leadership of the headteacher in taking decisive action to turn this school around. The greater delegation of responsibilities and the appointment of two new coordinators for Key Stage 2 have led to robust monitoring and school evaluation. This has given leaders at all levels an accurate picture of how well the school is doing and, as a result, there is a good capacity for further improvement. The role of subject leaders has greatly improved and the literacy and numeracy subject leaders have led the way in monitoring rigorously and providing challenging action plans for their subjects. However, although other subject leaders have carefully monitored and audited their areas, there is not yet a consistency in producing action plans to move the subjects forward. The very good involvement of governors in monitoring and challenging the school as to its performance means that there is now a strong vision, shared values and great commitment to driving the school forward. The whole school is working as a team.

Children in the Foundation Stage and pupils in Years 1 and 2 continue to make the good progress identified during the last inspection. The substantial improvement in the quality of teaching across Years 3 to 6 means that pupils are learning effectively across the whole school. Since the implementation of robust assessment systems, staff know exactly how well their pupils are doing. As a result, they plan lessons and provide tasks which meet the needs of all. Pupils find lessons exciting because they are lively, relevant and challenging. Behaviour is good and pupils' positive attitudes mean that pupils learn effectively. As a result, standards have risen significantly and are well above average, particularly in mathematics and English, especially reading. The school has worked very hard to raise standards in writing and there has been considerable success. However, some boys are still experiencing problems. They are well motivated and the content of their work is frequently exciting and the vocabulary adventurous. However, basic grammar skills are weaker and boys do not always organise their writing coherently.

'School is cool' – this opinion from one Year 5 pupil generally sums up pupils' enjoyment of school and is further reflected in the good attendance. The broad and interesting curriculum, imaginative use of the school site, and a wide range of visits and visitors greatly enhance pupils' learning experiences and contribute to this enjoyment. Pupils are well looked after and they receive very good support for their personal development. A good range of rewards and sanctions serve as incentives for good behaviour and care for each other. Pupils willingly take on responsibilities such as play leaders and librarians. They enthusiastically acknowledge that the setting of targets and careful marking help them to understand what they need to do to make progress in their learning.

Almost all parents wholeheartedly support the school. As one said, 'We put our most precious people in their hands and they come back smiling, tired and ready for more the next day. What more could we ask?'

Effectiveness of the Foundation Stage

Grade: 2

Children in the Nursery and Reception classes make good progress in their learning and most join Year 1 having reached the goals appropriate for their age in most areas of learning. Teaching

is good. There is a good balance between activities led by the teacher and those which children choose, thus developing their independence. The good use of areas around the school site, such as the Nursery garden, enhances learning, making it more relevant and exciting for the pupils and enriching the good curriculum. The care and attention to welfare are good. Children's progress is carefully monitored and assessed on a regular basis, which means activities are planned at the correct level to help pupils grow. Leadership and management are good. Monitoring of teaching, learning and planning ensures consistency of approach across the classes, thus enhancing learning opportunities for the children.

What the school should do to improve further

- Ensure boys are better prepared to plan the organisation of their work and have opportunities to check and practise their basic skills in order to improve standards in writing.
- Ensure action plans for all subjects are sharply focused, clearly identifying improvements that need to be made to move subjects forward.

Achievement and standards

Grade: 2

Pupils achieve well across the school. There has been significant improvement across all core subjects in Years 3 to 6, especially in English and mathematics. This good progress has occurred across all year groups. This is largely because of the effective use of assessment information to identify accurately pupils' particular needs in order that all are appropriately challenged. Actions taken to improve boys' reading have been particularly successful but there is still more to be done to improve their writing. Although boys are generally well motivated and frequently use good imagery, the structure of their work is sometimes a little haphazard and they have some difficulty with basic grammatical skills. Pupils with learning difficulties and/or disabilities and those for whom English is an additional language make good progress because tasks set for pupils are matched closely to their particular needs.

Personal development and well-being

Grade: 2

Pupils develop good social and moral attitudes. They understand the importance of contributing to the school and wider community, eagerly participating in fundraising events such as 'Pirate Day' for the Royal National Lifeboats Institution, and taking on responsibilities such as friendship buddies and playground helpers. Pupils are thoughtful and reflective in lessons and assemblies. Although they explore the faiths and traditions of other cultures, they have a more limited understanding of growing up in a multi-ethnic Britain. Pupils have a good knowledge of how to stay safe and chatter eagerly about the advantages of pursuing a healthy lifestyle. Pupils are well prepared for their futures lives not only by developing good literacy and numeracy skills but also through working on a 'Smart Money' topic with the local comprehensive school.

Quality of provision

Teaching and learning

Grade: 2

The positive impact of changes made over the last fifteen months is clear. The good opportunities for year group teachers to plan together has led to exciting lessons, consistency in approach, and also a good awareness of the different ways in which pupils learn. This has been particularly

effective in the school's efforts to strengthen boys' learning, particularly in English. Good relationships and high expectations ensure that pupils behave well and work hard. Occasionally, time targets are not sharp enough and a very small number of pupils allow their attention to wander. Marking is good and pupils understand what they need to do to improve. Pupils with learning difficulties and/or disabilities and those for whom English is an additional language receive well targeted support and make good progress.

Curriculum and other activities

Grade: 2

The curriculum is effectively designed to promote enjoyment of learning in all areas, including the main priority of developing pupils' basic skills in literacy and numeracy. The planting of local fruit trees, the cultivation of vegetables, and the creation of the woodland walkway, encourage environmental learning and support the school's healthy eating culture. During the inspection, pupils in Year 2 excitedly set off to visit Lanhydrock in full historical dress, an example of one of the many interesting and exciting visits planned carefully to link with classroom learning. There is a good programme to promote pupils' personal social and health education. The wide range of activities out of school time further enhances pupils' learning experiences.

Care, guidance and support

Grade: 2

The school takes good care of its pupils and this contributes well to their enjoyment of school. Procedures to ensure that pupils stay safe and secure are well established and pupils are confident that adults look after them and support them well. Parents are pleased with the care the school provides. The school monitors pupils' personal and academic development well. Pupils' progress is carefully recorded and pupils help in the setting of their own targets and have a good knowledge of how well they are learning and what they need to do to reach the next level. Pupils with learning difficulties and/or disabilities are identified early and are supported very well. Good links with outside agencies ensure further support is available when needed.

Leadership and management

Grade: 2

The strong leadership of the headteacher and senior management team has been vital in driving this school forward. Rigorous monitoring of planning, teaching and learning and pupils' work has ensured good consistency in quality and approach across the school. This in its turn has led to a significant improvement in standards across the school, especially in English. Systems introduced are robust and sustainable. The whole school team shares the vision for further improvement and the school has high expectations as to what can be achieved in the future. The role of subject leaders has significantly improved since the last inspection. However, although all subject leaders carry out a yearly audit of their subjects, some action plans for improvement do not always focus sufficiently on future development. The governors are knowledgeable and supportive. They monitor all aspects of the school rigorously and effectively challenge its performance. The school improvement plan provides a good basis for continued improvement. The school has the confidence of the community it serves and parents are enthusiastic in their support of the school.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

27 September 2007

Dear Pupils

Inspection of Wadebridge Community Primary School, Wadebridge PL27 6BL

Thank you for the very warm welcome you gave us when we visited your school. You certainly seem to be very happy and it was good to hear how you enjoy your work and all the extra activities in which you are involved. We think your school gives you a good education and is working hard to make it even better.

- These are the things we liked best:
 - you behave well and you are keen and enthusiastic about your learning
 - you are doing well in English, mathematics and science
 - you have a good understanding of the importance of keeping safe, of eating healthily, and taking physical exercise
 - teachers make learning enjoyable for you and mark your work well
 - you have an interesting curriculum and the special visits arranged to enhance it are exciting and varied. Your work on the vegetable plots and in your mini-orchard is particularly good
 - you think that your teachers and staff take good care of you while you are in school and we agree
 - your headteacher and governors lead the school well and are very keen to make it even better.
- We think that a few things could be even better:
 - your work in English has improved greatly, but the writing of some boys needs to improve. You need some help with the organisation of your writing and more opportunities to practise your basic skills. You can help yourselves by planning your work more carefully and paying more attention to your grammar
 - teachers responsible for specific subjects need to write clearer action plans showing what needs improvement and how this will be achieved.

I am glad you enjoy your school and hope you will continue to work hard.

Very best wishes

Christine Huard Lead inspector

27 September 2007

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