

# St Breock Primary School

## Inspection report

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<b>Unique Reference Number</b>	131612
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	328621
<b>Inspection dates</b>	27–28 January 2009
<b>Reporting inspector</b>	Alex Baxter

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	189
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Godwin
<b>Headteacher</b>	Denise Gladwell
<b>Date of previous school inspection</b>	22 January 2001
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Tremarren Road Wadebridge PL27 7XL
<b>Telephone number</b>	01208 815900
<b>Fax number</b>	01208 814600

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<b>Age group</b>	4–11
<b>Inspection dates</b>	27–28 January 2009
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This primary school is slightly below average in size and takes its pupils mostly from the local area. Children in the Early Years Foundation Stage (EYFS) are taught in a Reception class and in a part-time Nursery class. The proportion of pupils with learning difficulties and/or disabilities is above average. Most pupils are from White British backgrounds. The number of pupils who join or leave the school other than at the usual times is above that normally expected. The school holds Investors in People, Healthy School, Active Mark and Arts Mark awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

St Breock is a good school. It is a very welcoming school, which continues to improve. It has several notable features including the exemplary work of the headteacher, outstanding Early Years Foundation Stage (EYFS) provision, an exceptional range of extra-curricular activities and high quality pastoral care. In combination with these strengths, excellent links with parents also help staff to know the pupils, ensure their well-being and meet their differing needs well. As a result, pupils across the range of abilities greatly enjoy school and make good progress both academically and personally. Parents recognise and value the work of the school. One parent commented, reflecting the views of many, 'As well as performing very well academically, my daughter loves going to school, which is very important to me. I would particularly like to praise the school for its caring ethos and ability to make every child matter.' Inspectors agree with parents' positive views. Within the pupils' good personal development and well-being, their enjoyment of school and adoption of healthy living are exceptional features.

Leadership and management are good overall. In recent years, the decision to replace the role of the deputy headteacher with two assistant headteachers has widened the expertise available to senior management and has improved communication between staff as a whole. The clear direction provided by the experienced headteacher, alongside continued strengthening of governance, which is now good, has led to a positive team ethos. Self-evaluation is underpinned by rigorous and accurate analysis of data on pupils' progress and, as a result, it has accomplished good improvement since the last inspection. It has been particularly successful in developing teaching, lifting achievement in English and science and establishing a good curriculum. These successes show a good capacity to improve in the future.

In response to good teaching and learning, pupils make good progress. Standards are above average overall. Even though progress is good overall, there is some variation in how well pupils move on and progress is constrained on occasion. This is the case in mathematics for example, when pupils have too little written guidance through marking about how to improve their work. There is inconsistency too, in the way teachers enable pupils to take responsibility for their learning, particularly through involvement in setting their own targets. Nevertheless, by the end of Year 6, pupils have achieved well and standards are above average in all aspects of English and in science. An increasing number of pupils, especially those with learning difficulties and/or disabilities and others with more ability, are also making good progress in mathematics because of the additional support and challenge they receive. However, progress in mathematics is satisfactory overall and standards are average. A few pupils with average ability could achieve more with further guidance and more opportunities to develop their mathematical skills across the curriculum. By the time they leave the school, many pupils have good skills in using information and communication technology (ICT), in sports and music, and in caring for the environment.

## Effectiveness of the Early Years Foundation Stage

### Grade: 1

Attainment on entry is broadly as expected, but children's personal and language skill levels are occasionally below those expected for their age. All staff nurture supportive relationships with parents and these enable them to identify and tackle children's needs from the moment they enter the Nursery and Reception classes. Provision is extremely well led and planned and has been strengthened by very skilled collaboration between nursery and reception staff. This

strong teamwork ensures that children now benefit from very high quality teaching and support, plus full access to excellent facilities and resources, both indoors and outdoors. As a result, children make excellent progress across all areas of learning. By the time children enter Year 1, standards are above average and much higher than in the past.

Staff safeguard the children's welfare in an exemplary way and, in response, children develop excellent attitudes and tremendous enjoyment in learning. The curriculum is extremely well planned and so children experience an excellent balance of adult-led learning with activities they can choose for themselves. Staff assess children's skills regularly and ensure that activities build on and stimulate the children's individual learning needs and interests. Last year, assessments indicated a need to strengthen creative and physical development and to extend children's knowledge and understanding of the world. Progress in these areas is now promoted very successfully. For example, from a wide choice, children were seen choosing activities to promote quiet contemplation of the beautiful Cornish landscape, making a brick house for the 'Three Little Pigs' and joining lively 'Wake and Shake' physical activity. Whatever they chose, they received unobtrusive, but very effective adult support which enriches their learning.

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

- Raise achievement in mathematics, particularly for average ability pupils, through guidance given when work is marked and more opportunities for the use and development of mathematical skills in other subjects.
- Help pupils to take more responsibility for their learning and involve them fully in setting their own targets.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement is good. By the time they leave at the end of Year 6, pupils reach above average standards in English and science. Achievement and standards are rising in mathematics in response to targeted support for pupils with learning difficulties and/or disabilities and those with more ability. Standards in mathematics are broadly average and reflect satisfactory progress. However, a few pupils of average ability do not reach the standards of which they are capable, reducing the overall standards in this subject.

The school has been successful in recent years in tackling a legacy of underachievement in basic literacy, numeracy and investigative skills. Pupils with learning difficulties and/or disabilities, often having arrived from other schools, receive effective support in all parts of the school and make good progress in relation to their capabilities. Variations in standards still occur from year to year, but mostly reflect pupils' differing starting points and experiences in other schools. Even so, in response to improved teaching and well timed support, more pupils are developing their basic skills well and are making good progress as they move through the school.

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

### **Grade: 2**

Pupils behave well, are friendly and really enjoy school. The rate of attendance broadly matches the national average, but despite the best efforts of the school, too many pupils are taken out of school for holidays during term-time. Pupils take part enthusiastically during club activities and when involved in local community events, for example, the Wadebridge Festival. The high

level of commitment of Year 5 pupils during their brass band playing, for example, is a joy to behold. The pupils' energetic participation in sports and sharp knowledge of healthy eating show their excellent adoption of healthy living. Pupils also have a good understanding of British and international multicultural communities. They talk knowledgeably, for example, about charitable fund raising and their links with a Ugandan school. Pupils undertake responsibility for each other willingly and effectively, as seen in the work of play leaders supervising sports equipment at lunch and play times and in the work of the school council. By the time they leave, the pupils' good academic and personal achievements, which include informed participation in business and ecological studies, prepare them well for their future economic well-being. However, not all pupils' skills in taking responsibility for their learning are developed fully.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Systematic monitoring and support for teaching continues to bring a sharper focus on meeting the breadth of pupils' needs. It has also strengthened the challenge presented to pupils. Other typical strengths in teaching include effective questioning, valuing pupils' ideas and responses and good use of resources, including outdoors. The teachers and their assistants make good use of audio-visual interactive whiteboards and ICT to extend pupils' enjoyment and attitudes to learning. These positive features of teaching develop the pupils' skills and achievement well as they move through the school. Teachers give good oral feedback to pupils, and good written guidance in English and science. However, teachers' marking of pupils' work in mathematics does not always give sufficient information to pupils on how to improve. Teaching and learning are strongest where there is a more consistent emphasis on pupils making learning choices for themselves, often for example, in the EYFS and Years 5 and 6 classes. However, although improving, the development of pupils' independent learning skills is not carried out consistently well. Specialist staff and teaching assistants make beneficial contributions to pupils' learning, including by supporting those with learning difficulties and/or disabilities and by encouraging healthy lifestyles.

### **Curriculum and other activities**

#### **Grade: 2**

There is a strong commitment to developing pupils' learning through enjoyable practical activity including, for example, during science, instrumental music and physical education lessons. The school provides an excellent range of extra-curricular clubs and events. These play a key part in promoting the pupils' personal development, especially their great enjoyment of school and excellent adoption of healthy lifestyles. There is an effective focus on developing the pupils' literacy skills across the range of subjects. Although improving, mathematical skills are not yet developed as effectively in this way. The development of the pupils' speaking and listening skills is a strength and these are encouraged well to promote learning through discussion. The school has excellent facilities and resources, especially for children in the EYFS, and for outdoor learning. These are used imaginatively, and with success, for example, in lifting achievement in science and to enhance the pupils' ecological understanding. However, opportunities for pupils to learn by exercising responsibility for their learning, for example, by following their own lines of enquiry, are not established with equal consistency across the school, and this slows progress at times.

## Care, guidance and support

### Grade: 2

The pastoral care and the way pupils' efforts are valued and celebrated are very strong features. Teachers and support staff know the pupils very well and ensure that pupils' welfare is safeguarded consistently in all parts of the school. As a result, pupils really enjoy school and say they feel safe because of the very trusting relationships they have with the adults who work in the school. The school promotes excellent links with parents and outside agencies and these ensure that pupils, including those who find learning difficult, are well supported. The academic guidance given to the pupils in discussions is good and promotes pupils' progress effectively. However, written guidance in mathematics is less consistent and effective in showing pupils how to improve. Increasingly, teachers and teaching assistants are engaging individual pupils in discussions that help them to make progress. These conversations are, for example, proving successful in raising the achievement of pupils with more ability. There is some inconsistency, however, in how well pupils are involved in setting their own targets for improvement.

## Leadership and management

### Grade: 2

The headteacher provides a strong lead in evaluating the effectiveness of the school and in promoting improvement. Senior managers and governors demonstrate good skills, work well together and diligently support the headteacher in implementing her vision for the future. Teamwork has strengthened leadership and management in recent years and contributes much to the good self-evaluation. Accurate self-evaluation has enabled the school to set challenging targets and to identify and tackle the right priorities, such as raising pupils' literacy, numeracy and scientific enquiry skills, with increasing success. The school is well placed to improve further. Although improving, subject co-ordinators have not yet succeeded in embedding consistently good practice in involving pupils in their learning or in lifting mathematics skills to the full across the school. Governors are particularly supportive of the staff, especially in developing beneficial links with parents and the community. Welcomed visitors from a range of cultural communities reflect the schools' good promotion of community cohesion.





## 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?	1
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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/or disabilities make progress	2

<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	3
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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 eliminated	2
How well does the school contribute to community cohesion?	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

29 January 2009

Dear Pupils

Inspection of St Breock Primary School, Wadebridge, PL27 7XL

Thank you for welcoming us so warmly when we visited your school recently. Particular thanks are due to the members of the school council, who helped by sharing their views with us. We have no hesitation in agreeing with you and with many of your parents, who feel that yours is a good and improving school.

These are the main strengths we found.

- You really enjoy school, especially the outstanding range of clubs and practical activities provided for you.
- You are very good at living healthily and you behave well and make good contributions to school and community events.
- Teaching is good and helps you to make good progress, particularly in English and science. Teaching and learning in Nursery and Reception classes are outstanding.
- The adults keep you very safe in school and during trips.
- Staff and governors work well as a team and make sure that your learning is supported by excellent links with your parents and the local community.

In order to improve further we have asked the school to:

- help you to do better in mathematics; in particular, we have said that marking should tell you clearly how to improve your work in this subject and that you should have more opportunities to use mathematical skills in other subjects.
- help you to take more responsibility for your learning, in particular by involving you fully in setting your own targets.

You can help by carefully checking your own work to see how you might improve it.

Best wishes for your future.

Yours faithfully

Alex Baxter Lead inspector