

# Breage Church of England Primary School

## Inspection report

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<b>Unique reference number</b>	112000
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	395724
<b>Inspection dates</b>	14–15 May 2012
<b>Lead inspector</b>	John Cavill

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	53
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tom Tree
<b>Headteacher</b>	Andrew Orme
<b>Date of previous school inspection</b>	25 November 2008
<b>School address</b>	Trewithick Road Breage Helston TR13 9PZ
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	14–15 May 2012
<b>Inspection number</b>	395724



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## Introduction

Inspection team

John Cavill

Additional inspector

This inspection was carried out with two days' notice. The inspector visited nine lessons and observed four teachers and a teaching assistant. He took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. The inspector also made short observations of sessions on the teaching of phonics (learning letter patterns and the sounds they represent). He had discussions with members of the governing body, staff and groups of pupils. The inspector observed the school's work and looked at a range of documents, including the school improvement plans and priorities for development. He analysed recent evidence on pupils' progress and attainment, checked safeguarding procedures and analysed 25 questionnaires returned by parents and carers as well as those completed by staff and pupils.

## Information about the school

Breage is a smaller-than-average primary school located in a village. Almost all of the pupils are of White British heritage. The proportion of disabled pupils and those with special educational needs supported by school action plus or with a statement of special educational needs is average, as is the proportion of pupils who are known to be eligible for free school meals. The pupils are taught in two classes for most of the week but, recently, due to the increasing numbers of pupils joining the school, an extra class is provided on four mornings. More pupils join or leave the school at times other than is usual. The school is a partner in a local cluster of schools in order to maximise resources. A before- and after-school club, which is managed by the governing body, is located on the school site and was part of this inspection. The school meets the current floor standards, which set the minimum standards expected by the government for pupils' attainment and progress.

A privately managed playgroup is housed within the school but is inspected separately.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. Inspection findings are fully endorsed by parents, carers, pupils and staff, who are all very positive and committed to this community-focused and very friendly school. It is not outstanding because achievement in writing lags behind that in reading and mathematics at Key Stage 1, and children in Reception do not have enough opportunities to initiate learning for themselves.
- Pupils make good progress through the school and leave Year 6 with above-average attainment. Their achievement in writing is lower than in other skills, but this gap is rapidly closing at Key Stage 2 as a result of very successful teaching strategies. A small gap still exists at Key Stage 1.
- The good quality of teaching is reflected in pupils' good progress. Teachers encourage pupils to manage their own learning by providing them with activities that enthuse and excite them. Some teaching in the Early Years Foundation Stage does not always provide children with enough child-initiated learning opportunities or make full use of the outside space, limiting the opportunities for independent learning.
- Pupils' behaviour and safety around the school are exceptionally good and they interact together very well, indicating their very strong moral code. Their attitudes to learning are good.
- The headteacher leads a cohesive team that is focused on the improvement of achievement and teaching. They are strongly motivated to enhance the lives and aspirations of all pupils. Leaders manage school performance well and have secured substantial and sustained improvements since the previous inspection. The good quality of teaching is secured through effective performance review and monitoring procedures, supported by helpful professional development. The curriculum is good and its implementation in teaching supports the strong development of the pupils' spiritual, moral, social and cultural development.

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## What does the school need to do to improve further?

- By July 2013, improve pupils' achievement in writing, especially at Key Stage 1, by:
  - providing regular opportunities for independent, extended writing
  - ensuring that the assessment of pupils' written work is linked to their improvement targets and clear for them to understand.
- Increase the opportunities for child-initiated learning within the Early Years Foundation Stage, and make better use of the outdoor space to accelerate their progress even more.

## Main report

### Achievement of pupils

When they start in the Reception Year, children have skills that are slightly below those typical for children of their age. This is more noticeable in communication, language and literacy. Children's progress in the Early Years Foundation Stage is good and continues as such through the school.

Although pupils achieve well in reading and mathematics, attainment in writing trails slightly. The gap has largely closed in Key Stage 2 from the impact of a new method of teaching writing. This practice is enthusing pupils to enjoy writing. For example, in a Year 5/6 literacy lesson on limericks, pupils were excited by the topic and keen to produce some imaginative poems with good structure and content, developing their higher-level writing skills. A gap still exists at Key Stage 1, where this new teaching method is not yet in place. Here, while the teaching is securing good progress, the excitement and passion for writing is less evident.

The school has been proactive in tackling slightly slower progress in Years 3 and 4, and these pupils receive additional support on four mornings each week. Good progress was observed in these lessons and pupils are on track to attain above-average standards by the end of Key Stage 2.

Attainment in reading is above average in Year 2 and Year 6. Pupils are confident readers and are able to make good use of the phonic sounds. Key Stage 1 pupils were seen blending these sounds together well and read fluently during their reading session.

Inspection findings are endorsed by all parents and carers who responded to the questionnaire, who think their children are making good progress. Pupils think they do well and are excited to come to school. Their positive approach to learning enables them to make good progress in the large majority of lessons.

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Disabled pupils and those with special educational needs learn successfully and make good progress when measured against their individual starting points. Most leave school with attainment levels reflecting their good progress throughout the school. This is secured with well-focused support and effective interventions by teachers and teaching assistants. The learning needs of pupils who join the school during term time are rapidly assessed and responded to. Consequently, they quickly achieve a good rate of progress in line with others.

### **Quality of teaching**

Teachers use their experience well to ensure that learning is challenging. They are ably supported by skilled teaching assistants. This effective team approach ensures that the learning needs of all pupils, including disabled pupils and those with special educational needs, are met by work that is relevant and personalised to each individual.

Children in the Early Years Foundation Stage benefit from good teaching, which provides a strong foundation for learning, establishing good routines and high expectations. In a few lessons involving Reception children, there were limited opportunities for them to make choices about their own learning activities, reducing their chances to learn independently and creatively. The few children in the Reception Year are taught in a mixed-age class, and this organisation presents difficulties in managing opportunities for easy access to the outside space for these children and better opportunities for independent learning.

Teachers plan learning well, based on a secure knowledge of the pupils' current attainment and prior learning. Teaching and learning run at a brisk pace. As a result, pupils are keen and enthusiastic about their work and learn successfully. For example, in the Year 2/3/4 literacy lesson, pupils developed their performance skills through the interpretation of a scene storyline. They worked in small groups planning and performing the scene themselves. They adapted it following whole-class discussion, and developed their understanding and portrayal of emotions within the work. The result was good progress and above-average attainment. This activity typically supported their spiritual, moral and cultural development well.

Progress in writing has improved at Key Stage 2 due to new teaching strategies that focus on a better choice of vocabulary, connectives, opening sentences and punctuation. These elements are assisting the development of pupils' higher-level skills in writing, and are effectively practised in extended writing sessions each week where the pupils can write independently. Targeted assessment of their work has enthused and helped pupils to engage more fully in their learning. This good practice has not been fully implemented at Key Stage 1.

The topic-based curriculum provides exciting and well-planned opportunities for pupils to develop their spiritual, moral, social and cultural awareness. These learning opportunities are supported with stimulating assemblies where pupils sing with gusto. All parents and carers who responded to the questionnaire endorse inspection

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findings that teaching is good and develops pupils' skills well. Reading is taught well. Pupils are encouraged to read at school and their progress is monitored regularly by teachers and teaching assistants who regularly listen to them read. Daily phonics sessions at Key Stage 1 are increasing pupils' attainment in reading and reading logs provide a good home-school link, help monitor the pupils' progress and lead to their strong appreciation of books.

Both pupil and teacher regularly assess each pupil's work. Pupils receive good-quality feedback linked to their targets. Pupils are clear about what they have to do in order to improve their work and have pride in its presentation. They say they much appreciate the quality of teaching they receive.

### **Behaviour and safety of pupils**

All pupils, including children in the Early Years Foundation Stage, act in a mature and safe manner. These findings are endorsed by almost all parents, carers and pupils, who stated that behaviour and safety are good. A few parents and carers were concerned that there was some bullying, but pupils commented that behaviour is, typically, very good, and that they feel very safe and are looked after well. They report that there is no bullying of any kind, including physical, emotional and cyber-bullying, and are confident that any problems will be dealt with quickly and effectively. The inspector found pupils to be well behaved, especially at play and around the school. There have been no exclusions for the last three years.

In the vast majority of lessons, behaviour and attitudes to learning are good. Very occasionally, where expectations are not high, a few pupils lose focus, resulting in a slowing of their progress. This is quickly spotted by teachers and teaching assistants, and corrected. Pupils show a great deal of respect for each other and the school. They respond very quickly to instructions from adults and understand the school's behaviour management strategy well, enjoying the rewards system and the 'treasure chest' treat for exceptional and sustained effort. Attendance has improved and is above average. Pupils are keen to come to school and are punctual.

### **Leadership and management**

All leaders, including the governing body, share the headteacher's vision for this school. They all have a collective enthusiasm and desire to improve the life chances of the pupils. In this school, everyone matters. Leaders are committed to improvement. They are responsive to change and look for practical solutions, such as managing resources well enough to create an extra class to accelerate progress in Years 3 and 4. The headteacher monitors pupils' progress in lessons and supports the teachers to continually improve their teaching through regular lesson observations and feedback to them on their work.

The school's assessment and tracking system gives leaders accurate performance data. They use the information very effectively to monitor and analyse each pupil's

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progress. This is leading to quicker identification of suitable and successful interventions to support learning and progress, and ensure equality of opportunity for all pupils. Leadership and management in the Early Years Foundation Stage are good. The team supports the development of children in the setting very well, contributing to their good progress, although there is scope for more child-initiated learning. There is strong partnership with the playgroup.

The challenging and supportive governing body fulfils all its statutory duties effectively, including equalities legislation to combat discrimination. Pupils' safety and welfare are given great importance. All safeguarding procedures are robustly managed and requirements are met. Governors understand the school's strengths and areas for improvement well and are fully involved in the self-evaluation and improvement planning processes.

The curriculum is currently being developed to incorporate the International Primary Curriculum and improve coverage of key skills across all subjects. The resulting range of learning opportunities provides pupils with memorable and worthwhile experience, much of which is based in the local community and effectively promotes pupils' spiritual, moral, social and cultural development. Opportunities for pupils to enhance their understanding of multicultural society are supported with residential trips, including to London. The school works closely with its neighbours to extend the range of learning opportunities available to pupils. The before-school breakfast club provides a safe and stimulating environment that is valued by parents, carers and pupils.

The school's self-evaluation is accurate and improvement planning is of high quality. The regular monitoring of all aspects of the school ensures that it remains focused on raising its effectiveness. The sustained trend of improvement since the previous inspection in achievement, behaviour, attendance and improved accuracy in assessing progress shows the school has the capacity to improve further.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



16 May 2012

Dear Pupils

**Inspection of Breage Church of England Primary School, Breage TR13 9PZ**

Thank you for welcoming me to your school recently, talking to me about your work, and telling me about your school and what you like about it. I enjoyed talking to you and would especially like to thank those of you who met me or completed the questionnaire.

It was good to see you all enjoying your learning and achieving so much. I found that the teaching at your school was good, and that the teachers make sure the work they set is challenging and helps all of you to achieve well. It was great to see that you found learning to be fun. I especially noted the excitement and interest that the Blue Class had in art and how this can be best displayed in an art gallery, and the fascination in the Red Class when they sorted old toys. I hope that you will grow up remembering these wonderful moments.

You told me that you thought your school was a good one and I agree with you. Even good schools can carry on improving and I know your teachers want to do just that. I have asked your headteacher and the staff to make sure that the exciting writing work that is done in Key Stage 2 is also available for those of you in Key Stage 1. I have also asked that they make sure that children in Reception have more opportunities to choose activities that they want to do themselves and that they can learn outside more often.

I enjoyed coming to your school. All of you can help it to improve by continuing to work hard and concentrating on your work in every lesson.

Yours sincerely

John Cavill  
Lead inspector

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