

# Breage Church of England School

## Inspection report

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|--------------------------------|------------------|
| <b>Unique Reference Number</b> | 112000           |
| <b>Local Authority</b>         | Cornwall         |
| <b>Inspection number</b>       | 310756           |
| <b>Inspection date</b>         | 25 November 2008 |
| <b>Reporting inspector</b>     | Denise Morris    |

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>   | Voluntary aided                                  |
| <b>Age range of pupils</b>   | 3–11   |
| <b>Gender of pupils</b>  | Mixed  |
| <b>Number on roll</b>  |  |
| School (total)   | 40   |
| Government funded early education provision for children aged 3 to the end of the EYFS | 3  |
| Childcare provision for children aged 0 to 3 years                                     | 0  |
| <b>Appropriate authority</b>   | The governing body                               |
| <b>Chair</b>   | Tom Tree   |
| <b>Headteacher</b>   | Lesley Lloyd                                     |
| <b>Date of previous school inspection</b>  | 5 July 2004                                      |
| <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>  | Trewithick Road<br>Breage<br>Helston<br>TR13 9PZ |
| <b>Telephone number</b>  | 01326 573641                                     |
| <b>Fax number</b>  | 01326 573641                                     |

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a much smaller than average village school. Almost all pupils are White British. There is Early Years Foundation Stage (EYFS) provision for children from the age of three. There is a private playgroup on the same site. The headteacher is new to the role this term. The proportion of pupils with learning difficulties and/or disabilities is average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. Pupils' personal development and well-being are outstanding, reflecting the effectiveness of school leaders in promoting high quality care. Central to the school's success is the family atmosphere where all pupils feel safe and valued. As a result, they behave exceptionally well and have very positive attitudes. They love school. Consequently, attendance has risen significantly this term. 'School's great, we do such exciting things', commented one pupil. Parents also regard the school highly. 'Breage School has a friendly, family community feel. It upholds its Christian Foundation in a real and unassuming way, inclusive, open and caring', is typical of many comments. The school has worked very effectively to ensure that other cultures are celebrated and valued. This, combined with the strong support from the local church, leads to pupils' excellent spiritual, moral, social and cultural development and this contributes very well to the harmonious ethos.

Attainment on entry to Reception varies significantly because of the very small numbers in the different year groups but is broadly as expected for the age group nationally. Children in the EYFS achieve well, attaining above the average for their age because provision is good. Standards across the school are rising because teaching is good. Pupils achieve well and standards are above average. Pupils in Year 2 attain above average in reading, writing and mathematics. Current work in Year 6 shows that standards are above average in English and mathematics while standards in science are average. This is because the effective new system for tracking pupils' achievements, which works well in English and mathematics, has not yet been extended to science. Pupils with learning difficulties and/or disabilities make good progress and benefit from high quality support from teaching assistants.

The successful curriculum meets individual needs well. There are exciting enrichment and extra-curricular opportunities in place and provision for music and sport is strong. Pupils really like the regular trips into the local community.

Target setting has been introduced. Pupils in Year 6 know their English and mathematics targets and know what they need to do to improve further. Other pupils are not as clear about their targets and marking does not always help them to understand how they can improve their work.

Recent changes in leadership have resulted in greater rigour in planning and monitoring. The new headteacher has a clear vision and is ably supported by senior staff. Several new initiatives have been introduced. For example, monitoring has been increased, procedures for tracking pupils' progress have been strengthened and a clear development plan has been drawn up. Together, these are helping the school to raise standards and move forward at a faster pace. Plans to improve the outdoor area are also well advanced. Leadership and management at all levels, including the governing body, are good. Systems to keep pupils safe are robust and well managed. The school is well placed to improve further.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children enter the Reception class with skills that are usually broadly as expected for their age. They make good progress and achieve well because activities are closely tailored to their needs and abilities. As a result they enter Year 1 having achieved the goals expected in all areas and having exceeded them in personal social and emotional development and in communication,

language and literacy. They benefit from the many practical activities planned for them. For example, during the inspection, they were making gingerbread men following a story. They joined in with enthusiasm as they mixed the ingredients. They commented that they thought that when they were cooked they would taste of ginger.

Staff have a good understanding of how young children learn and there is always an adult for children to talk to, ensuring that their communication skills develop well and that they feel safe and secure. The care that is provided for them is good. The accommodation for EYFS has been improved since the last inspection and is now good. Children benefit from using the large hall space, which gives them many opportunities to develop their creative skills. Outdoor learning opportunities for the children are more limited and are not always used as well as they could be to extend skills. The school recognises that there is a lack of creative space and plans are in place to address this. Planning shows that there is a good mix of adult-led tasks and activities chosen by children themselves. Achievements are well measured. Links with parents are good and there is regular contact to keep parents fully informed. The EYFS is effectively led and managed.

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

- Improve achievement in science, making sure pupils' skills and progress are more rigorously assessed and tracked.
- Ensure that all pupils know their targets and that teachers' marking indicates more clearly how improvements can be made.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well throughout the school. They make good progress. Standards in Year 2 are above average in reading, writing and mathematics. Results in the most recent assessments in 2008 show that standards at the end of Year 2 have been improved consistently over the past three years. Standards are also rising in Years 3 to 6. Early indications from national tests in 2008 and from pupils' work show that standards by Year 6 are above average in English and mathematics. Standards in science are not as high because the good new tracking system has not yet been applied to science. As a result, there is no clear picture of how much progress pupils make in the subject or how improvements can be made.

Pupils with learning difficulties and/or disabilities achieve well due to high quality support and good use of information and communication technology (ICT). Achievement in music and sport is much enhanced by the wide range of provision and opportunities for pupils to develop their skills in these areas.

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

### **Grade: 1**

Outstanding spiritual, moral, social and cultural development underpins all aspects of personal development across the school. Relationships are excellent and as a result, behaviour is exemplary, contributing very well to the harmonious atmosphere in lessons. Pupils take extremely good care of each other with older ones regularly helping the youngest pupils with their work and their daily lives. Pupils show high levels of enjoyment in all that the school has to offer. Consequently, they come to school regularly and attendance is rising so that it is well above average this term. The school council contributes very well to improvements and has been

instrumental in developing the valued 'rainbow bench' in the playground which helps pupils to feel safe and secure. The school council has also been proactive in developing the school's positive approach to recycling. Pupils say there is 'absolutely no bullying' at the school. They have a good awareness of healthy lifestyles and know that it is important to keep fit. They regularly take part in daily exercise routines with enthusiasm. Pupils contribute well to their community and regularly raise funds for different charities both at home and abroad. Year 6 pupils say that they are pleased that they have lots of opportunities to work with pupils in other local schools. This, together with above average basic skills, helps them to be well prepared for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers know pupils well. Excellent relationships make a very positive contribution to pupils' learning. Lessons are effectively planned to meet individual needs and there are many exciting opportunities for pupils to extend their personal skills through collaborative tasks. Teachers manage mixed-age classes well. Questioning is a particular strength enabling teachers to make sure that pupils of all ages and abilities listen and understand what to do. Teaching assistants play a valuable role in supporting those with learning difficulties and/or disabilities. Pupils like their teachers and are keen to take part in discussions. Day-to-day marking is regular and positive, although it does not always tell pupils how they could improve their work and this restricts progress especially in science.

### **Curriculum and other activities**

#### **Grade: 2**

Pupils benefit from the broad range of activities provided. The topic approach is welcomed by pupils who described their recent visit to Pendennis Castle to learn more about the Tudors as 'magical'. Good links with local cluster schools enable the sharing of ideas and practice. This has resulted in improvements in provision for music in particular, which is having a positive impact on pupils' achievements. The schemes of work for mathematics and English have recently been revised and improved and are now good. The science programme is satisfactory. It offers many practical experiences but it lacks a whole-school approach that would ensure that pupils build on these experiences year by year. There is a good focus on extending pupils' experiences beyond school through the extensive range of visits and clubs. Older pupils talked excitedly about their recent residential trip to Devon where they took part in many outdoor activities such as abseiling and rock climbing. All pupils have access to swimming. The personal, social and health education (PSHE) curriculum supports pupils' personal skills well, ensuring that pupils learn about the benefits of healthy and safe lifestyles.

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

#### **Grade: 2**

The school takes exceptionally good physical care of its pupils. Procedures to keep pupils safe are rigorous and fully meet current government requirements. Support for those with learning difficulties and/or disabilities, those new to the country and those who are gifted or talented is of high quality. For example, the school recently employed an assistant to support a Polish child just starting school enabling the pupil to achieve well. Links with external support agencies

are very effective. They successfully help to provide additional support for pupils. A particularly positive example of this is the way external ICT support has resulted in good progress in writing by pupils with learning difficulties. Academic guidance is satisfactory overall. It is particularly good in English and mathematics where pupils' achievements are regularly tracked to highlight any area that requires improvement. It is less effective in other subjects. In science, for example, pupils' achievements are not tracked effectively. As a result, there is no clear picture of the rate of progress in science and this impacts negatively on standards. All pupils have targets for improvement. Those in Year 6 know their targets well and use them regularly to improve their work. Pupils in other year groups do not always know what their targets are.

## **Leadership and management**

### **Grade: 2**

The new headteacher has a clear vision for the future of the school. Together with other leaders, she has put in place a good development plan based on a good understanding of the school's strengths and weaknesses. Rigorous monitoring and self-evaluation have led to a clear view of what now needs to be done to bring about improvement and challenging targets have been put in place to improve standards further. Strengths from the previous inspection have been maintained and issues successfully addressed. Recent initiatives to improve provision for EYFS and to develop new tracking systems in English and mathematics have proved successful. The school works well with the local community and is at the heart of village life. It has a positive approach to improving community cohesion and as a result, links with cluster schools are strong and are having a positive impact on provision and on pupils' enjoyment of school and their achievements. Governors know the school well. They know that the management of the use of assessment in science has not been effective enough. Governors are fully involved in the school's management and provide good quality support and challenge to the new leadership team.

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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 |
|---|----------------|

### 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 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?              | 2 |
| How well do children in the EYFS achieve?   | 2 |
| 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?                     | 2 |
| How effectively is the welfare of children in the EYFS promoted?                          | 2 |
| How effectively is provision in the EYFS led and managed?                                 | 2 |

### 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>                          | 1 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 1 |
| The extent to which learners adopt healthy lifestyles   | 2 |
| The extent to which learners adopt safe practices   | 2 |
| The extent to which learners enjoy their education  | 1 |
| The attendance of learners  | 1 |
| The behaviour of learners   | 1 |
| 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**

26 November 2008

Dear Pupils

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

Thank you for the kind welcome that you gave us on our recent visit to your school. We really enjoyed our visit and were impressed by the way you talked about how much you enjoy school.

This letter is to tell you about some of the things we found out.

You told us that Breage is a good school. We agree with you. There are lots of things that are working well and helping you to make good progress. You behave exceptionally well and work well together. Older pupils take good care of the younger ones. We really liked the way that you play together happily. The rainbow bench in the playground is a very good idea. You said that you like your teachers and that they provide lots of exciting things for you to do. We think that this is one of the reasons why you are doing well in lessons. You achieve better than pupils in most other schools in English and mathematics. Those of you who find learning difficult also do well. You have lots of strong support from your teachers and teaching assistants. We could see how much those of you in the Reception class enjoy school. It looks like lots of fun! Staff make sure you are all safe and secure at school.

We are asking your headteacher, governors and staff to do two things to make your school even better:

- To check your work in science more often so that you can make more progress and reach the same standards as you do in English and maths.
- Make sure that you all know what your targets are and that teachers show you in their marking how you can improve your work.

Thank you again for your help and good luck for the future.

Yours faithfully

Denise Morris Lead inspector