

# Bude Junior School

Broadclose Hill, Bude, Cornwall, EX23 8DR

## Inspection dates

5–6 November 2014

|                                |                      |                      |          |
|--------------------------------|----------------------|----------------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Requires improvement | 3        |
|                                | This inspection:     | <b>Good</b>          | <b>2</b> |
| Leadership and management      |                      | Good                 | 2        |
| Behaviour and safety of pupils |                      | Good                 | 2        |
| Quality of teaching            |                      | Good                 | 2        |
| Achievement of pupils          |                      | Good                 | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- Achievement has been steadily improving since the last inspection and pupils achieve well. They make good progress throughout the key stage.
- Pupils' attainment is now broadly average by the end of Year 6 in reading, writing and mathematics, with some groups of pupils attaining above average results.
- Pupils enjoy a wide range of subjects although some cultural opportunities are limited. Work in and out of lessons, as well as numerous clubs and additional activities provide pupils with many exciting opportunities and experiences.
- Pupils who need extra help are given it quickly and to good effect. Those pupils supported by the pupil premium make rapid progress in all subjects. Pupils taught in the Area Resource Base also do exceptionally well.
- The school's sporting provision is a strength, providing many opportunities that contribute to the pupils' enjoyment of school.
- Good leadership and management since the last inspection mean that the school has improved quickly. Leaders at all levels have worked well together to improve pupils' attainment and the quality of teaching.
- The governing body has high aspirations for the school. It provides good challenge and support to other leaders.
- Pupils behave well, are polite and courteous and work hard. They feel safe and take very good care of each other. Parents agree that the school is a safe place to learn.
- The quality of teaching has improved. Most teachers plan exciting and purposeful activities that motivate pupils and help them learn well. Pupils respond quickly to adults' instructions which means that little learning time is wasted.

### It is not yet an outstanding school because

- Pupils do not always understand precisely what they are going to learn and what they need to do to be successful.
- Comments that some teachers write on pupils' work does not always tell them clearly enough how to improve their learning.
- The learning environment does not always help pupils to understand life in modern Britain.

## Information about this inspection

- The inspectors observed 16 lessons and parts of lessons, around a third jointly with the headteacher and deputy headteacher.
- Discussions were held with the headteacher, deputy headteacher, other leaders in the school, members of the governing body, a representative from the local authority, and with parents and pupils.
- Inspectors took account of 25 responses to the online questionnaire, Parent View, as well as the views of parents from informal discussions at the start of the school day.
- The inspectors observed the school's work, listened to some pupils read and looked at a number of documents including: the school's own information about pupils' learning and progress; planning and monitoring documents; the school improvement plan; records relating to behaviour and attendance; safeguarding information; and health and safety documentation, as well as teachers' planning.
- There were too few responses to the staff questionnaires for them to be taken into account.

## Inspection team

|                            |                      |
|----------------------------|----------------------|
| Julie Jane, Lead inspector | Additional Inspector |
| Robert Arnold              | Additional Inspector |
| Linda Rafferty             | Additional Inspector |

## Full report

### Information about this school

- This is a larger than average-sized junior school.
- Almost all pupils are of White British heritage.
- The proportion of pupils supported by the pupil premium is above average. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is high.
- The school runs an Area Resource Base for disabled pupils and those with special educational needs. There are seven pupils in this class who all have complex additional needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the learning environment so that the culture of the school and its values are clearly understood by pupils to prepare them for life beyond school in modern Britain.
- Improve teaching to consistently outstanding levels by:
  - making sure pupils understand precisely what they are going to learn and what they need to do to be successful
  - ensuring the comments that teachers write are consistent when they mark pupils' work to tell them clearly how to improve their learning.

## Inspection judgements

### The leadership and management are good

- Since the previous inspection, leaders and managers at all levels established what needed to change in order to raise standards. The actions taken so far have been very effective. The high aspirations of the senior leaders are shared by all staff.
- Leaders check provision carefully and are clear about what still needs improving. However, this is not always written in enough detail in development planning regarding when targets are to be achieved.
- The local authority has supported the school well over time. Leaders and managers have been working with a consultant to improve the achievement of all groups of pupils. They are aspirational for the school's continued improvement.
- Middle leaders (such as those in charge of subjects) play an important part in securing school improvement and have developed their skills well. They have a very clear picture of what needs improving and have high expectations of pupils' progress. They are good role models in their own practice and give good support to others.
- Senior leaders make excellent use of school-based information to check that all groups of pupils do equally well. They foster good relationships and ensure there is no discrimination. They ensure that pupils who are in danger of falling behind receive support to help them catch up. There are no groups of pupils, including those who are eligible for additional funding and those pupils with additional needs, who are performing less well than their classmates.
- Leaders check the quality of teaching carefully and this has improved since the previous inspection. This is because of the effective training teachers and additional adults have had as well as the high expectations all staff have of pupils' achievement.
- The school works well with parents and with other schools in the trust. Parents like the timing of the school day, which allows them time to coordinate dropping off children at both the infant school and the junior school. They feel the school listens to them and are genuinely interested in families' welfare.
- The curriculum (topics and subjects taught) promotes good progress in basic skills and complies with current legislation. Activities in lessons, clubs and visits contribute well to pupils' strong spiritual, moral and social development. Cultural development is not always planned into the curriculum carefully enough and this needs strengthening within the school.
- The school's sporting provision is excellent and is greatly enjoyed by pupils. There is a very strong focus on improving pupils' physical well-being, particularly those with additional needs. Sports funding provided by the government is used to great effect to introduce pupils to new sports, such as surfing, and to improve the skills of teachers.
- Senior leaders rigorously monitor the attendance and behaviour of pupils in the Area Resource Base. As a result, pupils' behaviour has improved since the last inspection. Pupils' safety is high profile and closely checked. Excellent use of outside agencies and the local trust schools has placed a very high focus on disadvantaged pupils and, as a consequence, achievement has improved.
- The school's systems for the safeguarding of pupils meet statutory requirements. Pupils say they feel safe in school and know who to talk to if they are worried.
- **The governance of the school:**
  - Governance has improved greatly since the previous inspection. Governors are knowledgeable about the school and how well it is doing in comparison with others. They know this through detailed reports from the headteacher and through their discussions with teachers who lead subjects. They also make regular visits to the school to check this for themselves. They have a good understanding of the school data on pupils' attainment and progress, and diligently check things for themselves so that they get a full picture. They know where teaching is especially strong, how all teachers are helped to improve and what is done to tackle underperformance. Governors monitor closely the use of additional funding to ensure that it is used successfully to support eligible pupils and to close the gap between their attainment and that of others. They have established good links between pay and performance. They have high aspirations for the school.

**The behaviour and safety of pupils are good****Behaviour**

- The behaviour of pupils is good. They get on very well together and show respect for each other and the adults in the school. They enjoy coming to school to see their 'lovely, lovely friends'.
- School logs show that misbehaviour is rare and it is tackled well when it occurs. Parents and staff agree that the good behaviour seen during the inspection is typical and is a key factor in pupils' good learning.
- Pupils' conduct around school is good. There is a calm atmosphere in the classes and at breaktimes and lunchtimes, where pupils of different ages play happily together. Newly arrived pupils soon settle into school. Lessons are happy and purposeful with no time lost.
- Pupils are usually keen and enthusiastic to learn. They look after equipment well, and their books are neat and well presented. They try hard but do not always show a natural thirst for knowledge, especially when occasionally the teaching is not as stimulating as it could be.
- Activities in the Area Resource Base are very effective in helping those pupils with behavioural difficulties to improve their social skills. Lesson observations show behaviour to be outstanding in this unit.

**Safety**

- The school's work to keep pupils safe and secure is good.
- Pupils feel safe in school, and say that there is very little bullying, although sometimes 'people say unkind things'. They know what to do if they have a worry, and are confident that an adult will sort out the problem for them.
- Pupils know what constitutes bullying: 'if something happens once then it is not bullying', and that it can take many forms. They understand that they need to use social media carefully in order to stay safe.
- The curriculum teaches pupils about bullying and how to avoid it both in school and as they grow older.

**The quality of teaching is good**

- The quality of teaching has improved since the previous inspection and, as a result, pupils are making better progress. Examining a range of evidence over time showed that particular strengths in teaching lay in Year 6 and in the Area Resource Base.
- Reading, writing and mathematics are taught well. Teachers have high expectations of what pupils, including those who are most able, should achieve. They are very knowledgeable about their pupils' needs because they have developed good procedures for checking their learning. This understanding of the needs of pupils means that teachers plan work that provides the right level of challenge.
- Pupils recognise the colour-coded comments teachers write when they mark their books to help them to improve their work. Time is planned into the school day for pupils to practise and apply the advice given to them about what they need to do next. However, not all pupils understand what their precise next steps are in learning. This means they are not always able to learn from their mistakes and improve the quality of the work or consolidate their understanding of the subject.
- Pupils who have been identified as needing extra help, such as those who are eligible for additional funding and those who are disabled or who have special educational needs, have excellent support to help them improve. Skilled support at these times from teachers and teaching assistants makes a good contribution to the learning of these pupils. This is particularly evident in the progress of those pupils eligible for additional funding and those pupils with special educational needs, which is outstanding.
- Pupils talk confidently about what they are learning and what they need to do to be successful. They like the challenge activity which takes place before the start of each mathematics lesson. However, sometimes they are not sure exactly what they are learning. This affects their progress because they cannot check for themselves how well they are doing.
- Pupils are able to work out for themselves if they need extra help. If they get stuck, they confidently access the wide range of resources available to help them, including the class toolkit.
- Teaching assistants give good support to pupils of all abilities. The support they give to pupils with complex needs is particularly sensitive and effective.
- Parents and pupils are pleased with the quality of teaching in the school. Teachers help parents to understand how they can help their child at home with subjects such as phonics, and plan homework such as spellings, which helps pupils improve their work.

**The achievement of pupils is good**

- When pupils start school in Year 3 their attainment is usually broadly in line with or better than that typical for their age in reading, writing and mathematics. This has been challenging for the school in the past to sustain good progress across Key Stage 2. A dip in progress in 2013 in reading, writing and mathematics has been tackled decisively by leaders and in 2014 expected progress for all pupils in reading, writing and mathematics was in line with national expectations.
- Standards in reading, writing and mathematics are broadly in line with national expectations at the end of Key Stage 2, and the proportions of pupils who achieve a secondary ready level are above national expectations. Average points scores are also broadly in line, with writing being above national.
- Disabled pupils and those who have special educational needs make the same progress as the others. Attainment is above that expected nationally for similar pupils in reading, writing and mathematics, although pupils with a statement of special educational needs do less well in writing.
- Disabled pupils and those who have special educational needs taught in the Area Resource Base and managed by the governing body are making outstanding progress. Over time their progress is in line with other pupils with special educational needs in the rest of the school.
- Pupils who are supported through additional government funding make the same progress as the others and make better progress than similar pupils nationally. Since the previous inspection the school has significantly improved their attainment through the well-considered use of specifically targeted individual and small group support that is well focused on individual needs.
- The most able pupils achieve well, particularly in reading and writing. Girls' attainment is significantly above national expectations in reading, writing and mathematics. They make good progress because they are challenged most of the time. Their progress is particularly rapid towards the end of Key Stage 2 because they are challenged exceptionally well in lessons.
- By the time pupils leave at the end of Year 6, they are fluent and confident readers. One pupil said that reading is his hobby, and pupils read widely and often. The older pupils are encouraged to read at home and at school. Books written by pupils are added to the school library for their peers to read.
- Since the previous inspection achievement for all groups of pupils has improved due to the high aspirations of leaders at all levels. This reflects the school's successful approach to improving their attainment.

## WHAT INSPECTION JUDGEMENTS MEAN

| School  |                      |  |
|---------|----------------------|--|
| Grade   | Judgement            | Description  |
| Grade 1 | Outstanding          | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.   |
| Grade 2 | Good                 | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.   |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.   |
| Grade 4 | Inadequate           | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

## School details

|                                |          |
|--------------------------------|----------|
| <b>Unique reference number</b> | 111949   |
| <b>Local authority</b>         | Cornwall |
| <b>Inspection number</b>       | 448986   |

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

|  |                               |
|--|-------------------------------|
| <b>Type of school</b>                      | Junior                        |
| <b>School category</b>                     | Community                     |
| <b>Age range of pupils</b>                 | 7–11                          |
| <b>Gender of pupils</b>                    | Mixed                         |
| <b>Number of pupils on the school roll</b> | 275                           |
| <b>Appropriate authority</b>               | The governing body            |
| <b>Chair</b>                               | Laura Singleton               |
| <b>Headteacher</b>                         | Michael Narraway              |
| <b>Date of previous school inspection</b>  | 13–14 November 2012           |
| <b>Telephone number</b>                    | 01288 352731                  |
| <b>Fax number</b>                          | 01288 352731                  |
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