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Mr M Narraway
Headteacher
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Broadclose
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Dear Mr Narraway

Ofsted monitoring of Grade 3 schools: monitoring inspection of Bude Junior School

Thank you for the help which you and your staff gave when I inspected your school on 16 November 2011 and for the information which you provided before and during the inspection. Please convey my gratitude to the members of staff and pupils who met with me as well as to the Chair of the Governing Body and to the local authority school improvement officer who spoke with me on the telephone.

Following the departure of the previous deputy headteacher, the school experienced some difficulties in recruiting a suitable replacement. A new deputy headteacher took up his post in May 2011. The special educational needs coordinator retired in April 2011 and, after a period when the headteacher temporarily took on this role, a new teacher took up her post in September. Another teacher retired in August 2011 as the school moved from nine classes to eight as a result of a fall in the number on roll.

As a result of the inspection on 22 and 23 June 2010, the school was asked to address the most important areas for improvement, which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

The rigour of classroom observations is much improved. Local authority reviews of the school's progress have involved detailed and thorough evaluation of the quality of teaching. The headteacher has participated in extensive training in lesson observation and the new deputy headteacher is taking the lead on improving



teaching and learning. As a result, the school's own classroom observations are more sharply focused on celebrating and sharing strengths and identifying and addressing areas for improvement. Staff have also benefited from observing good practice within the school and from the modelling of approaches by staff from the local authority, particularly in English. Local authority monitoring, the school's own observation data and inspection evidence indicate that teaching is showing good improvement.

Pupils report that they are now much clearer about the purposes of learning activities and, in lessons observed, objectives were clarified at the start. Teachers planned learning carefully to meet the varying needs of pupils in the class, including the more able, and made explicit what was expected of pupils of different levels of attainment. In discussion, pupils were confident that they knew what they needed to do to improve. The school's marking procedures, involving comments in red and green ink, are used by all teachers, although some are more skilled than others in identifying for pupils what they need to work on to do better. Examples of peer and self-assessment were seen in some pupils' books but these are not embedded across the school. All pupils have target sheets in their books in English and mathematics but these are only annotated by pupils when targets have been achieved in some classes.

As a result of the better teaching, pupils' achievement is improving. In the national tests in Year 6 in 2011, pupils reached higher standards in English than in 2010, although there was a dip in mathematics. Progress made by Year 6 in English improved, with the proportion making expected progress rising. Although progress in mathematics slipped a little, the school's data show better progress in 2010/11 in this subject in Years 3 and 4. The data also indicate that current Year 6 pupils are on track at present to reverse the 2011 dip in mathematics in the national tests next summer.

There is a clear determination to improve the school further that is widely shared and strongly supported by the governing body. A new 'school improvement team' was established in May 2011 and this usefully includes the leaders of learning for English and mathematics at the heart of school improvement. Pupils' progress is carefully monitored through the new tracking system and leaders of learning for English and mathematics are now becoming involved in the termly meetings to discuss the progress of pupils in each class. A schedule has been established to guide monitoring through the year and the deputy headteacher, who does not have a class currently, is able to focus sharply on school self-evaluation. Leaders of learning for English and mathematics have written action plans to guide their work in monitoring and evaluating their subjects. Mathematics is a priority for development in 2011/12, although the plan for this subject is at an earlier stage of development. A local authority consultant has worked effectively alongside the leaders for English to develop their skills, for example in observing lessons and scrutinising pupils' work, prior to them leading such activities themselves. The role of the leader for mathematics is not as well developed.



The local authority's support has been good. The school has benefited from the 'intensifying support programme' and local authority reviews have made a good contribution to the improvement of teaching.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Grahame Sherfield
Her Majesty's Inspector



Annex

The areas for improvement identified during the inspection which took place in June 2010

- Improve the quality of teaching in order to accelerate progress by:
 - making sure that teachers make the purpose of lessons clear to pupils and help them to recognise whether they have been successful in their learning
 - ensuring teachers use assessment information to challenge pupils of all abilities, particularly the more able
 - making better use of marking to help pupils to know how to improve their skills.
- Improve the impact of leadership at middle management level so that they effectively assess their subjects and areas in order to assist in raising achievement and outcomes across the school.

