

Bugle School

Inspection report

Unique reference number	111888
Local authority	Cornwall
Inspection number	378381
Inspection dates	31 January – 1 February 2012
Lead inspector	John Cavill

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	The governing body
Chair	Dilys Vincent
Headteacher	Pat Trathen
Date of previous school inspection	5–6 November 2008
School address	Fore Street Bugle PL26 8PD
Telephone number	01726 850420
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Age group	4–11
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Introduction

Inspection team

John Cavill

Additional inspector

Sarah Jones

Additional inspector

This inspection was carried out with two days' notice. The inspectors visited 17 lessons and observed seven teachers. They held meetings with governors, a local authority representative, staff and groups of pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a range of documents, including the school improvement plans and priorities for development. They analysed recent evidence on pupils' progress and performance, checked the procedures in place to safeguard children and analysed 55 questionnaires returned by parents and carers, as well as those completed by staff and pupils.

Information about the school

Bugle School is a smaller than the average sized primary school. The majority of the pupils are of White British heritage. The proportion of pupils from minority ethnic groups is average and includes a significant minority of Gypsy Romany Traveller heritage. The school has a growing number of pupils who speak English as an additional language. The proportion of disabled pupils and those with special educational needs is slightly above average. The proportion of pupils who are known to be eligible for free school meals is above average. The proportion of pupils who join the school later than the normal starting point in the Reception is well above average and has increased for the last three years. The school does not meet current floor standards. There has been considerable disruption to staffing at the school during the last two years including a period of long-term absence by the headteacher. The school has Healthy Schools status. The Piccolo Nursery shares the site with the school but is separately managed, as is the before-school club, so they are not included as part of this inspection.

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

- Bugle School provides a satisfactory standard of education for its pupils. It is a very welcoming and inclusive school that has a real sense of community. One parental stated that their child 'loves going to school' and goes on to say that 'the school has been wonderful support'.
- Pupils' attainment at Year 6 is broadly average with some vulnerable groups of pupils attaining higher standards than similar pupils nationally. However, attainment in writing, although improving, remains weaker than in reading and mathematics. Progress is satisfactory and continues to improve and has enabled the school to successfully close the gaps with all pupils nationally.
- The quality of teaching is satisfactory. Pupils are grouped according to their ability and are given work that broadly meets their needs; this is securing their satisfactory progress. The experienced and effective teaching assistants are well deployed and enable the most vulnerable pupils to make better progress. However, pupils of average ability are not always being challenged enough to improve their rate of learning.
- Behaviour and safety are satisfactory; pupils report that they enjoy coming to school. Most pupils engage with their learning, particularly where tasks are well chosen and interesting. However, there are a small minority of pupils who are not consistently attentive in lessons. The school has strategies in place to deal with this but, as a significant minority of parents and carers say, the behaviour policy and associated sanctions are not always consistently applied.
- The headteacher and the extended leadership team have a clear vision for the school, morale is high and staff have been galvanised into sharing a common set of values. Leaders have secured improvements across the school and ensured the sustainability of these through careful and calculated actions. Leaders at all levels and governors are self-evaluative and are focused on improving the outcomes for pupils.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment, especially in writing, for all pupils by July 2013 by:
 - providing more opportunities for pupils to practise their writing skills when learning about other subjects
 - making sure that pupils have a clear understanding of what is expected from them in lessons
 - encouraging higher standards of presentation in handwriting.

- Improve the quality of teaching so that 75% is good or better by July 2013 by:
 - making certain that there is sufficient challenge for all groups of pupils, especially those with average ability, increasing the pace of learning and raising expectations of what pupils should achieve
 - ensuring that information from assessments is used effectively so that the learning activities are always well matched to the pupils' needs and abilities
 - making sure that teachers' marking contains pointers to help pupils to improve their work
 - reducing the use of photocopied learning materials in lessons.

- Redefine, with all stakeholders, the school's behaviour policy, ensuring that all staff are familiar with, and consistently apply, the agreed procedures.

Main report

Achievement of pupils

When children start at the school in the Reception Year, they have skills that are well below the levels broadly typical for their age, especially in communication, language and literacy and social and emotional development. They make satisfactory progress in the Early Years Foundation Stage but move into Key Stage 1 with lower than average attainment especially in reading, writing and calculating. Satisfactory progress continues through the school leading to broadly average attainment in Year 6 with some pupils, particularly those provided with some targeted intervention, making better than expected progress.

Overall progress in both English and mathematics is satisfactory. However, progress in writing, including the presentation of handwriting, is weaker than reading and mathematics. This is mainly due to some inconsistencies of teachers' expectations that limit the progress that some pupils make. This has been identified by the school and addressed through intervention activities resulting in faster improvement in progress and improving attainment in English.

The needs of different groups are recognised and additional adults are deployed well to support and intervene, where necessary. This has resulted in accelerated progress and higher attainment for Gypsy Romany Traveller pupils, disabled pupils and those with special educational needs from their individual starting points.

Where learning is more effective, for example in a Year 2 science lesson, pupils are encouraged to work in groups, undertake 'active' tasks to enthuse them and reflect on prior learning to analyse materials. Linked to some history and literacy work on Richard Trevithick this enabled skills to be transferred between subjects. Where pupils work as a whole class for a long period, not developing their independent learning skills as well as they might, they sometimes begin to lose interest. Progress then slows.

Pupils' attainment in reading is average both at the end of Key Stage 1 and by the time they leave the school. This is confirmed from listening to the pupils read and reflects the accuracy of the school's tracking data. The majority of parents and carers who responded to the questionnaire are complimentary about the amount of progress their children are making. However, inspectors found that most pupils make satisfactory progress.

Quality of teaching

The school has been successful in improving the quality of teaching, which is now securely satisfactory and has been for some time, by developing teachers' skills and knowledge through effective support. Lessons are planned well and the largely topic-based curriculum provides appropriate activities that broadly meet the needs of all, including disabled pupils and those with special educational needs. Teaching in the Early Years Foundation Stage is satisfactory, encouraging children to develop their independent learning skills with effective use of paired and small group work.

While lesson planning is generally sound, teachers do not always use pupils' most recent assessments to meet their individual learning needs, and especially those of average ability. This is restricting their overall achievement because of the mismatch of expectation to ability, and an overuse of photocopied resources, in some subjects, is limiting pupils' ability to extend their work. This is not always the case, for example in a Year 6 literacy lesson using the 'Ghost behind the wall' text as a source, pupils worked independently, made good use of peer assessments and were challenged well to maximise their progress. However, some lessons are not providing enough pace and challenge for all of the pupils. This results in some becoming bored and disengaged with their learning, leading to some low-level disruption.

Pupils are encouraged to reflect upon a wide range of issues. They are developing their spiritual, moral, social and cultural awareness across a number of subjects, for example the 'Sense of Place' topic is being delivered in all years to help pupils better understand their home in Cornwall and multicultural awareness is being developed through art and creative activities.

A very high proportion of the parents and carers think that the teaching is effective and is developing pupils' skills in communication, reading and mathematics. Pupils are able to develop these skills in other subject areas, particularly in the topic-based lessons. However, there are occasions where teachers miss opportunities to extend the pupils' learning in these core subject areas.

Teachers' assessment of pupils' work is regularly undertaken. However, it does not always provide pupils with easy to understand next step guidance. Teachers often

reward pupils for good work when it clearly is not their best, giving out the wrong message. Targets in books are understood well by the pupils, and they use the 'red-amber-green' self-assessment system to enable them to be fully involved in their own learning and progress.

Behaviour and safety of pupils

Pupils' behaviour is satisfactory over time. In lessons and around the school, the vast majority of pupils, including children in the Early Years Foundation Stage, are well behaved and courteous. However, there are a small number of boys that are presenting the school with some challenging behaviour, especially noticeable in lessons. The school is taking action to address this and is starting to see improvements. However, the responses from a large minority of parents and carers to the questionnaire indicate a concern about the consistency with which the school behaviour policy is applied.

Pupils report that although they recognise the poor behaviour and have identified this unusual situation at their school, they have a clear understanding of what constitutes acceptable behaviour. They report that there is very little bullying of any kind and all staff will support them if they feel unsafe and any incidents are dealt with quickly. Children in the Reception Year are developing their social skills through well-structured play showing an understanding of personal safety and routines are established quickly.

Most pupils respond very quickly to instructions from adults and understand the school's behaviour management strategy well. They understand the 'good to be green' behaviour system at the school including the sanctions and rewards. At play they look after each other ensuring their personal safety. Parents and carers say that the school is very good at keeping their children safe. Pupils agree. All groups including disabled pupils and those with special educational needs report they do not feel vulnerable, are fully included in all activities and are well supported within the school.

Attendance is consistently above average over time. Pupils are generally punctual. The school has secured strong improvements in attendance by pupils of Gypsy Romany Traveller heritage, those who speak English as an additional language and disabled pupils and those with special educational needs. Improved regular attendance is impacting strongly on their positive academic outcomes. The number of pupils who are persistently absent remains very low. The parent support advisor, by successfully engaging with parents and carers, is encouraging better attendance.

Leadership and management

The school leadership team has undergone a restructuring since the previous inspection, involving the coordinators of major subjects and the special educational needs coordinator, providing shared leadership at the school. However, the speed with which improvements have been implemented has been limited due to a protracted period of staffing disruption, including a period of absence of the headteacher. This has resulted in a lack of available non-contact time for key personnel to effectively lead aspects of the school's work, a situation which is

currently being resolved.

The school has been successful in making improvements, most notably in the improving progress and attendance of pupils within the vulnerable groups and eliminating any gaps in attainment between groups of pupils. The assessment tracking system has been improved following the last inspection. This is used well by leaders to review the progress of individual pupils regularly; to improve the teaching at the school; and monitor the teachers' work. This has resulted in better pupil progress and a quicker identification of effective interventions.

Safeguarding procedures are robustly managed. All members of staff are fully trained and protect children well. Governors discharge their responsibilities effectively, provide the leadership team with challenge and support and are regularly involved in the life of the school. The governing body is self-evaluative and understands its own, and the school's, strengths and weaknesses.

The curriculum provides pupils with a breadth of experiences and opportunities to extend their knowledge and understanding of other cultures both in this country and around the world. The school continues to develop their work to reflect the balance of cultures that exist within the school and local community and tackles discrimination effectively. Leaders and governors ensure that all pupils have equal access to their learning and the school is a very inclusive and cohesive community. There are still some pupils who are not achieving as well as they might but leaders are clear about the actions that they have to take in order to remedy this.

The self-evaluation undertaken by the school is accurate, has identified the priorities for development and these are embedded in an effective school improvement plan. This detailed planning and thorough monitoring ensure that the school is continuing to move forward. The school's capacity to improve is shown by a trend of improvement sustained in the last two years, including successfully securing the improvement issues from the previous inspection.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	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 2010 to 31 August 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).

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.



2 February 2012

Dear Pupils

Inspection of Bugle School, Bugle PL26 8PD

Thank you for welcoming us to your school recently, talking to us about your work, and telling us about your school and what you enjoy about it. We enjoyed talking to you and would especially like to thank those of you that met with an inspector or completed our questionnaire.

We have judged your school to be providing a satisfactory standard of education. We found the adults in your school look after you very well and keep you safe, a view you shared when we discussed this with you. We would also like to congratulate you on your attendance at school. You are all attending regularly and this will help you achieve well in the future so please keep it up.

We have identified some areas that need improvement at your school. These have already been recognised by your headteacher and his team and a start has been made to tackle some of them. We have asked your school to make sure that:

- your attainment, especially in writing, is improved and you are given chances to practise English and mathematics in other subjects
- teachers make it clear to you what is expected from you in each lesson
- teachers make better use of time in your lessons so you learn quicker and achieve more and give you work that better suits your ability
- marking in books gives you advice on how to improve your work
- you are doing more work in your books rather than on photocopied worksheets
- you, and your parents and carers, are clear about the way that you should behave at school.

We really enjoyed coming to your school. You can help it improve by continuing to work hard.

Yours sincerely

John Cavill
Lead inspector

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