

Bosvigo School

Inspection report

| | |
|--------------------------------|-------------------|
| Unique Reference Number | 111875 |
| Local Authority | Cornwall |
| Inspection number | 378377 |
| Inspection dates | 8–9 November 2011 |
| Reporting inspector | Paul Sadler |

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

| | |
|--|---|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 290 |
| Appropriate authority | The governing body |
| Chair | Richard Head |
| Headteacher | Matthew Oakley |
| Date of previous school inspection | 16 January 2007 |
| School address | Chapel Hill Truro Cornwall TR1 3BJ |
| Telephone number | 01872 274034 |
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Introduction

This inspection was carried out by three additional inspectors. They observed 18 lessons taught by 11 teachers and held meetings with staff, parents and carers, groups of pupils and members of the governing body. They observed the school's work and looked at documentation including that relating to pupils' attainment and progress, strategic planning and the care, welfare and safety of pupils. They analysed the responses to questionnaires completed by staff, pupils and by 121 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of the school's work to improve pupils' attainment and progress, especially in mathematics.
- The quality of the monitoring of teaching and learning and its impact on improving the progress of lower attaining pupils and those with special educational needs and/or disabilities.
- The extent to which senior leaders and the governing body demonstrate the necessary ambition and drive to reverse the recent trend of declining attainment.
- The quality of the Early Years Foundation Stage to see if previous positive outcomes have been maintained.

Information about the school

The school is of average size and is sited close to the city centre. Most pupils are of White British ethnicity. The proportion of pupils known to be eligible for free school meals is average, as is the proportion with special educational needs and/or disabilities. These mainly relate to moderate learning or behavioural difficulties, although a few have more complex needs.

The school shares its site with a children's centre. Although this is not managed by the governing body, it is the venue for breakfast and after-school clubs which are managed by the governing body. Since April 2011, during the long-term absence of the headteacher, the school has been led by an acting headteacher. The school received the International Schools Award in 2010.

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

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. A notable strength is the outstanding Early Years Foundation Stage which provides children with an excellent start to their education and prepares them well for more formal teaching in Year 1. Pupils also make an outstanding contribution to the community. They are caring, active and full of ideas, as was shown by Year 6 pupils who discussed using their 'buddy system' with Reception children as a stimulus for wider work during anti-bullying week. Teaching has a number of strengths, including the teaching of sounds and letters to younger pupils and the use of marking. This is especially effective when in response to pupils' own assessments of their progress, becoming a dialogue within the pupils' workbooks.

Pupils' attainment at the end of Year 6 in 2011 was average in both English and mathematics and was lower than in previous years. Effective leadership has quickly identified the reasons why attainment was not higher and strategies put in place to raise attainment are already having an impact, especially in English. Assessment is being used more effectively to match work to pupils' needs, although this is not yet always the case in mathematics. Almost all pupils make good progress. Work to improve the progress of pupils with special educational needs and/or disabilities is beginning to have an impact, especially in Years 5 and 6, but currently their progress overall is satisfactory. In part, this is because the skills of teaching assistants are not always used to best effect to ensure pupils' good progress. Teachers have high expectations of pupils' behaviour and provide challenging, interesting activities which make good use of resources including information and communication technology. Recent changes to the curriculum, such as basing work on the geography and history of countries such as India and Australia, are having a positive impact in motivating pupils. The school provides good care, support and guidance for pupils, especially in preparing them for school and for transfer to secondary school, as well as for those whose circumstances may make them vulnerable. Good steps are taken to keep pupils safe, such as by using a 'double entry' system to the premises.

In the absence of the headteacher, the acting headteacher has, through effective leadership, ensured that the school continues to improve. For example, attendance has continued to rise year on year and is now above the national average. The acting headteacher rightly enjoys a high level of confidence among parents and carers, pupils and staff. To quote one, 'He is doing an amazing job in the headteacher's absence'. The very well-led governing body has recently re-evaluated its effectiveness and strategic objectives. Together with senior leaders, it has a realistic analysis of current strengths and weaknesses. Accurate and useful monitoring by the

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local authority has contributed to the accuracy of self-evaluation. The acting headteacher has conducted a penetrating analysis of pupils' progress which has been used effectively to enable staff to improve the progress of individuals and of groups of pupils such as those with special educational needs and/or disabilities. Nevertheless, while there is a clear view of what needs to be done, plans have yet to be amended to incorporate these findings or to set more challenging, realistic targets in order to monitor progress more accurately. However, the effective management of the headteacher's absence, improvements in attendance, the quality of the Early Years Foundation Stage and more recently in progress, particularly in English, demonstrate the school's good capacity for further improvement.

What does the school need to do to improve further?

- Raise pupils' attainment and accelerate their progress, especially in mathematics and among pupils with special educational needs and/or disabilities, by:
 - ensuring that assessment is always used effectively to plan tasks that fully meet the needs of each pupil
 - enabling the skills of teaching assistants to be used to best effect in enhancing pupils' progress
 - always targeting questions carefully to challenge individuals and groups of pupils within the class.

- Develop strategic leadership and management by:
 - ensuring that the findings of recent monitoring and evaluation are fully incorporated into school improvement planning
 - establishing challenging, achievable targets against which progress can be measured, especially the impact of specific teaching strategies on pupils' achievement
 - providing training to enable subject leaders to support other staff, including on recent developments in their subject.

Outcomes for individuals and groups of pupils**2**

Examples of significantly above average attainment were observed in a number of lessons. In a vibrant lesson in which younger pupils were learning their letters and sounds, a Year 1 pupil explained that the pronunciation of 'cube' was due to a split digraph and a Year 2 pupil correctly spelled the word 'university' without help. In a Year 5 lesson, pupils discussed the influence of social and ethnic background on the success of sports stars, showing both empathy and interest. Observations of lessons and scrutiny of pupils' work support the school's data showing that the great majority of pupils are making good progress. For example, in their writing Year 2 pupils could identify and use connective terms such as 'because' which clearly had not been the case a few weeks previously. Pupils in Years 5 and 6 with special educational needs and/or disabilities told inspectors they were now making better progress in their smaller class as they received more support from adults and were asked more questions.

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Pupils behave well and the very large majority say they feel safe in school. They understand the need for exercise and take a sensible attitude towards healthy eating. Older pupils are aware of the dangers of smoking and other substance abuse, and of how to use the internet safely. They show good understanding of those of different faiths and cultures although their direct experience in this area is fairly limited. Their skills of literacy, information and communication technology, independence and collaboration with others are developing well. However, the development of numeracy skills is more patchy as sometimes opportunities to apply their mathematical understanding to real problems is limited. Pupils’ excellent contribution to the community is evident both in and out of school, for example the school makes a strong musical contribution in the city and its cathedral and has the International Schools Award for its links with schools and communities overseas. Overall, pupils’ well-rounded development leads to good achievement.

These are the grades for pupils’ outcomes

| | |
|---|----------|
| Pupils’ achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils’ attainment ¹ | 3 |
| The quality of pupils’ learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| The extent to which pupils feel safe | 2 |
| Pupils’ behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 1 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: | |
| Pupils’ attendance ¹ | 2 |
| The extent of pupils’ spiritual, moral, social and cultural development | 2 |

How effective is the provision?

In the great majority of lessons observed the teaching was at least good. Most teachers have heeded a recommendation from the local authority to focus on short, pacy tasks rather than lengthy exposition and this has enhanced pupils’ motivation and progress. Tasks are generally challenging and well matched to pupils’ needs, although this is not always the case in mathematics. Teachers explain new learning well, for example in Year 4 the teacher used the interactive whiteboard to carefully explain how to select a section of a spreadsheet in order to make a graphical

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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representation of the data. Teaching assistants are used very well in Years Reception to 2 to support learning and enhance progress, such as when the class teacher and her assistant modelled an interviewing technique for pupils in Years 1 and 2. In Years 3 to 6, however, the impact of teaching assistants on progress is more patchy as they are not always deployed in a way that uses their skills to best effect. While techniques such as self-assessment are used effectively and teachers pose challenging questions, these are not always directed at the pupils or groups who would gain most benefit from answering.

The curriculum is interesting and varied, including for instance the teaching of French and Spanish. There is a good range of additional activities such as sport, music and residential experience. The school has good links with families, external agencies and other local schools which all contribute effectively to pupils’ good care, guidance and support. Parents and carers rightly commented on how well the school promotes their child’s self-esteem. Support and planning to meet the needs of pupils with special educational needs and/or disabilities have become increasingly effective and are leading to improved progress. The quality of care provided by the breakfast and after-school clubs is good. Staff are well trained, especially on requirements to ensure children’s welfare and safety, and provide a stimulating range of activities.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

Senior leaders and the governing body are focused on moving the school’s effectiveness to outstanding. Following the local authority’s recent checks they have an accurate view of what is needed to ensure this and have started to draw up plans and take appropriate actions, including challenging staff where needed. Leaders demonstrate the necessary drive and ambition to achieve these goals and have successfully communicated this to parents and carers, and staff, whose morale is high. The long-term absence of the headteacher has been managed very well and the acting headteacher has continued improvements that were already underway, while initiating new ones successfully. For example, his rigorous analysis of pupils’ progress is enabling staff to improve their teaching through better meeting the individual needs of each pupil. Subject leaders have had a good impact in English, enabling training in the teaching of letters and sounds for younger pupils and improving teaching of writing for older pupils. To date there has been less progress in developing mathematics.

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Parents and carers demonstrate very strong support for the school and its leadership, reflecting the good partnership that exists. The local partnership of schools is also very strong and enhances pupils’ achievement, providing successful links in sport and writers’ workshops. The governing body meets its responsibilities to keep pupils safe effectively and has taken direct action, for example, in encouraging parents and carers to ensure their children are on time for school. The responsibility to promote community cohesion is also exercised well and the governing body is active in developing a link with a school in a more ethnically diverse area of the United Kingdom. Discrimination is not tolerated and the governing body monitors its single equalities policy effectively, but there is a need to ensure that pupils with special educational needs and/or disabilities make progress that is as good as that of other pupils.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school’s engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Staff in the outstanding Early Years Foundation Stage start each child’s experience with a lengthy process of induction. This includes offering each family the opportunity of a home visit and numerous visits to school, including sharing lunch with the older children. This is greatly appreciated by parents and carers who also comment very positively on the strength of their continuing involvement with their child’s learning. Children leave Reception having attained above average levels which reflect their outstanding progress. In the rare instances where this is not the case, staff evaluate the causes and take effective action, for example by broadening children’s opportunities to make and listen to music in order to accelerate their creative development. Indoor and outdoor environments are highly stimulating and very good use is made of children’s interests as when a fire-fighter’s child brought the helmet to school. Excellent use is made of assessment which identifies ‘spotlight’

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groups of children who may need additional help with a task. The approach to teaching children their letters and sounds is leading to excellent progress in reading and writing, with children leaving Reception well prepared for Year 1. Staff work very well as a team to ensure that children are safe and happy and hence make outstanding progress. Leadership and management of the provision are reflective, analytical and self-critical and strive successfully for continuous improvement.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 1 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 1 |
| The quality of provision in the Early Years Foundation Stage | 1 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |

Views of parents and carers

The proportion of parents and carers responding to the inspectors’ questionnaire was higher than average. They are overwhelmingly supportive of the school, with almost all agreeing that their child is happy and safe at school and that they are prepared well for their future lives because their individual needs are met. Inspection evidence supports these views.

A few parents and carers expressed concern over the way unacceptable behaviour is managed, and about the effectiveness of leadership and management. Evidence gathered during the inspection showed that behaviour overall was good and managed well in lessons and around the school. Concerns over leadership and management are understandable given the long-term absence of the popular headteacher; however, inspectors found that this situation had been managed very well by the governing body and that the school is continuing to improve at a good rate under the leadership of the acting headteacher.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bosvigo School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 121 completed questionnaires by the end of the on-site inspection. In total, there are 290 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 89 | 74 | 30 | 25 | 2 | 2 | 0 | 0 |
| The school keeps my child safe | 87 | 72 | 30 | 25 | 2 | 2 | 1 | 1 |
| The school informs me about my child’s progress | 69 | 57 | 46 | 38 | 4 | 3 | 1 | 1 |
| My child is making enough progress at this school | 65 | 54 | 50 | 41 | 6 | 5 | 0 | 0 |
| The teaching is good at this school | 77 | 64 | 40 | 33 | 3 | 2 | 0 | 0 |
| The school helps me to support my child’s learning | 75 | 62 | 39 | 32 | 6 | 5 | 1 | 1 |
| The school helps my child to have a healthy lifestyle | 66 | 55 | 48 | 40 | 4 | 3 | 1 | 1 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 58 | 48 | 50 | 41 | 3 | 2 | 1 | 1 |
| The school meets my child’s particular needs | 63 | 52 | 53 | 44 | 4 | 3 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 48 | 40 | 55 | 45 | 10 | 8 | 3 | 2 |
| The school takes account of my suggestions and concerns | 47 | 39 | 59 | 49 | 5 | 4 | 2 | 2 |
| The school is led and managed effectively | 55 | 45 | 54 | 45 | 7 | 6 | 3 | 2 |
| Overall, I am happy with my child’s experience at this school | 82 | 68 | 35 | 29 | 4 | 3 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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 | 43 | 47 | 10 | 0 |
| Primary schools | 6 | 46 | 42 | 6 |
| Secondary schools | 14 | 36 | 41 | 9 |
| Sixth forms | 15 | 42 | 41 | 3 |
| Special schools | 30 | 48 | 19 | 3 |
| Pupil referral units | 14 | 50 | 31 | 5 |
| All schools | 10 | 44 | 39 | 6 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on 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 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: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| 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. |

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.



10 November 2011

Dear Pupils

Inspection of Bosvigo School, Truro, TR1 3BJ

Thank you for making us welcome when we visited your school. We enjoyed talking with you and seeing your work. This letter is to tell you what we found.

Yours is a good school. The Reception classes are outstanding. In your school you make good progress and reach average attainment in English and mathematics by the time you leave Year 6. You behave well in lessons and when playing. The school keeps you safe and you know how to stay safe and healthy. You are extremely good at helping other people and we were really impressed by the way Year 6 pupils 'buddy' with Reception children and are committed to stopping bullying.

The teaching is good. We were especially impressed with the way you learn phonics and with your reading and spelling. Lessons are interesting, particularly when teachers use the interactive whiteboard. Most of you get good help from the teaching assistants but sometimes you would learn more if they tried a variety of different ways to help you. We have also asked the school to always make sure your tasks and the questions you are asked help you to learn quickly. Your work is marked well to show you how to improve it. Teachers are interested in your ideas about what you would like to learn. You are cared for well and your attendance has recently improved.

The acting headteacher, staff and governing body lead the school well. The school has good links with your parents and carers who rightly think highly of it. We have asked the staff to make sure their plans for the school and the targets they want to achieve are up to date, and that teachers are able to learn about new developments in the different subjects.

You can help your school by telling teachers your ideas about things you would like to learn.

Yours sincerely

Paul Sadler
Lead inspector

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