

# St Budeaux Foundation Cof E (Aided) Junior School

## Inspection report

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<b>Unique reference number</b>	113483
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	378716
<b>Inspection dates</b>	23–24 April 2012
<b>Lead inspector</b>	Denise Morris

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

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<b>Type of school</b>	Junior
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	217
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pam Jewitt
<b>Headteacher</b>	Robin Jones
<b>Date of previous school inspection</b>	10 February 2009
<b>School address</b>	Priestley Avenue Higher Saint Budeaux Plymouth PL5 2DW
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<b>Age group</b>	7–11
<b>Inspection date(s)</b>	23–24 April 2012
<b>Inspection number</b>	378716



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## Introduction

Inspection team

Denise Morris

Additional inspector

Peter Clifton

Additional inspector

This inspection was carried out with two days' notice. Fifteen lessons were observed taught by 10 different teachers, some jointly with senior leaders, over a period of eight hours. Several pupils were heard reading. Meetings were held with leaders, members of the governing body, teachers and pupils. The inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at school planning documents, pupils' assessment data as well as the governing body minutes and school monitoring reports. Inspection questionnaires were received from 74 parents and carers as well as from some staff and pupils.

## Information about the school

This is a smaller than average-sized junior school. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils supported by school action plus or with a statement of special educational needs is average. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. The school provides a breakfast club on-site that is managed by the governing body. The school received a national award for 'Excellence in Financial Education' in 2011.

**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

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory school. . It is satisfactory rather than good because teaching across the school is not yet consistently good and pupils’ progress is satisfactory. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit from an Ofsted inspector before their next inspection.
- Pupils enter Year 3 with the skills expected for their age. They make good progress in reading and reach above average standards in the subject by the time they leave school. Standards in writing and mathematics are average. Progress in these subjects is satisfactory because the pace of pupils’ learning is slower and teaching lacks challenge. Disabled pupils and those with special educational needs as well as those eligible for free school meals make similar progress to their peers.
- Behaviour in lessons is good and the majority of pupils say that they feel safe at school. Attendance is average. The majority of pupils have positive attitudes to learning. Some concerns are raised by parents and pupils and pupils about behaviour outside lessons and a few assert that some bullying problems are not sorted out quickly enough. School behaviour logs show that any incidents of bullying are dealt with appropriately.
- Teaching is satisfactory. Where subject expertise, assessment and marking are effective, teaching is good, but there are inconsistencies. Target setting for pupils is variable and not all pupils know how they can improve their work. Pupils do not regularly use their basic reading, writing and number skills in other subjects.
- Leadership and management are satisfactory. Pupils’ spiritual, moral, social and cultural development is promoted effectively There is a trend of improvement in key areas. Rising standards in reading, improved teaching in Years 5 and 6, accelerating progress in these years and improved attendance demonstrate that the school has the capacity to improve further. Although satisfactory, the management of performance and teaching lacks rigour.

**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

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

- Improve the quality of teaching so that 80% of teaching is good or better by summer 2013 by:
  - improving the pace of learning, particularly in writing and mathematics, so that all pupils are consistently challenged by the work set
  - systematically developing key skills of reading, writing and number in all curriculum subjects
  - embedding the assessment and marking system fully so that it helps pupils to improve their work
  - involving pupils fully in setting targets for improvement and in measuring their progress towards any targets set.
  
- Work closely with parents and pupils to ensure that they are fully aware of the appropriate way that leaders deal with any problems relating to bullying.
  
- Strengthen performance management by July 2012, through regular and rigorous monitoring and evaluation of teaching across the school to inform intervention and further improve teaching quality.

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## **Main report**

### **Achievement of pupils**

From an average starting point on entry, pupils reach average standards overall by the time they leave Year 6. The achievement of different groups of pupils over time is satisfactory. This is because teaching is satisfactory. Pupils achieve well in reading and reach above average standards by the time they leave the school. They achieve satisfactorily in writing and mathematics. The gaps in performance of different groups such as disabled pupils and those with special educational needs and pupils known to be eligible for free school meals, are closing as a result of regular, focused interventions. For example, reading skills have quickly improved from average to above average in two years because of the emphasis placed on the development of phonics skills (matching letters and sounds) in the younger classes. Pupils are eager to read and have confident strategies to identify new or unknown words. In one Year 3 lesson for example, pupils were encouraged to join in with whole-class reading of a letter on the interactive computer whiteboard. Despite not having seen the letter before, they all had a go and were able to read it fluently and with expression as a result of an effective phonic teaching input. Similarly, in another Year 3 lesson, pupils were encouraged to improve their use of vocabulary and use more exciting words in their writing. They were learning effectively because the teaching engaged pupils' interest and enthusiasm, and the teacher provided some very good examples of expressive and enthralling writing, using the interactive whiteboard, to model how pupils could make their writing more descriptive and exciting. Occasionally, the pace of pupils' learning dips because tasks lack challenge and too little time is allocated to completing writing or mathematics tasks. This is due to teachers spending too much time introducing lessons. Not all pupils are clear about their targets for improvement, and marking is not always helpful enough in telling them how they could do better. Most parents and carers feel that their child enjoys school and are happy with their children's progress. 'My child is very happy here,' wrote one, while another commented that 'St Budeaux has exceeded our expectations, my child's educational, social and emotional development has been carefully nurtured.' While pupils' personal development is nurtured effectively, their achievement is satisfactory..

### **Quality of teaching**

Teaching is satisfactory. The majority of parents and carers are pleased with the quality of teaching at the school. However, its overall quality is satisfactory and there is some good teaching, but not enough of it to ensure pupils achieve well. In the best lessons, teaching inspires and engages pupils. For example, pupils in Year 5 showed high levels of enthusiasm and interest in a geography lesson in which they were required to work together in groups to dramatise and present ideas about the difficulties of living in a country where water is scarce. Some very good work by the different groups, using drama, posters and script, showed how well they had researched their topic, resulting in high-quality learning about the importance of

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water conservation. The pupils were motivated and excited by the creative and worthwhile tasks and, as a result, their writing and communication skills improved. In a few lessons, too much time is spent listening to teachers and too little time is allocated to the completion of tasks. As a result, there are a small number of lessons in which pupils do not do enough writing or mathematics and the quality of their learning slows. The teaching of disabled pupils and those with special educational needs is satisfactory. They benefit from clear targets which are regularly monitored by leaders. Assessment is improving. Not all pupils know their targets for improvement or are involved in setting them. Some good-quality marking in pupils' 'Big Write' books provides an effective example of how marking is helping pupils to improve their literacy skills. The quality of marking in other subjects is too variable.

The planned curriculum is effective in developing pupils' spiritual, moral, social and cultural awareness and promoting good links with the local community. For example, pupils regularly sing in church, take part in local theatre productions and a group of Year 6 pupils are currently practising for the local 'Ten Tors' challenge. Older pupils take on responsibilities around the school with enthusiasm. Regular visitors to assemblies help pupils gain an awareness of different faiths and cultures in a way that promotes tolerance and harmony.

### **Behaviour and safety of pupils**

Pupils say that they feel safe in school. However, a few pupils, parents and carers have concerns about bullying and, although most say the school deals with it effectively, a minority feel that it takes too long to sort problems out. No evidence of any bullying was seen during the inspection, although entries in the school's incident book show that a small number of incidents have occurred. These were dealt with appropriately by leaders. The school ensures that pupils are aware of all forms of bullying, including cyber-bullying or prejudice-based bullying related to disability, special educational needs, sexual orientation, race, religion or gender. Pupils are learning to resolve conflicts effectively and there is generally a calm atmosphere in school. The school council has made improvements to the playground organisation to help with safety and support pupils who need it. Pupils have positive attitudes to learning. They listen well and respond promptly to questions. In Years 5 and 6, pupils take the initiative for designing group activities.

Behaviour management methods used in class ensure that pupils behave well in lessons. Parents and carers agree that behaviour in lessons is good but some parents, carers and staff say it could be better around the school. Inspection evidence indicated that behaviour around the school was satisfactory. Pupils welcome the friendly atmosphere and say that everyone gets on well. They say that they are taught to use the internet safely and know the dangers when using it. Pupils are kind and courteous to each other and say that staff are good at listening to them if they have a concern. Pupils enjoy school, as demonstrated by their improving attendance. Members of the governing body have a regular presence in the school and have effective involvement in supporting the school with the drive to improve behaviour and attendance.

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## Leadership and management

Leaders, middle managers and the governing body are embedding their ambition for the school by suitably driving improvements, for example, to raise reading standards, accelerate pupils' progress and improve attendance. There has been a successful focus on improving behaviour and relationships. Self-evaluation is accurate and leading to a detailed school development plan which has a clear focus on improving the quality of teaching and learning. Leaders have ensured that teachers are more effective in teaching literacy. The good-quality phonics programme has had a strong impact on improving pupils' reading skills. The 'Big Write' initiative is helping to improve and extend pupils' writing skills. This said, procedures to monitor and evaluate teaching lack rigour and do not provide consistently detailed feedback to bring about further improvements in the quality of teaching.

Sustained improvement in reading and attendance over the past two years, as well as successful partnerships with local schools, shows that the school has the capacity to continue improving. Effective partnerships with schools and businesses have increased opportunities for all pupils to engage in external sports activities; take part in creative experiences such as theatre productions; and benefit from additional learning opportunities at the local secondary school. Such activities have improved pupils' personal, physical and creative skills, and successfully boosted their self-confidence and self-esteem. The school's breakfast club also helps to develop pupils' personal and social skills. The curriculum is improving but pupils' reading, writing and numeracy skills are not developed sufficiently in all subjects. The curriculum provides well for sport, and good-quality spiritual, moral, social and cultural provision promotes pupils' personal, social and emotional development appropriately. There are sound partnerships with parents and carers, including regular coffee afternoons, to encourage their involvement in school life. Leaders and managers promote equality and eliminate discrimination appropriately. They provide suitable support for those disabled pupils and those with special educational needs as well as some additional science challenges for more-able pupils at the local secondary schools. All pupils have equal access to the activities provided for their age and gaps in pupils' performance are narrowing in some subjects. School leaders and managers ensure that safeguarding procedures meet current government guidelines.

## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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](http://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.
Floor standards	the national minimum expectation of attainment and progression measures.
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.**

15 April 2012



Dear Pupils

**Inspection of St Budeaux Foundation Cof E (Aided) Junior School,  
Plymouth PL5 2DW**

Thank you for the welcome you gave inspectors when we visited your school recently. It was lovely to meet and talk with you. You told us many things about your school, such as what you like doing and how well you are achieving. Most of you told us that your leaders deal with bullying effectively. You told us you feel safe in school.

It was very clear from our conversations with you, and from your questionnaire responses, that you are happy at school. There are lots of positive things in your school, such as your rising attendance and the way that you have improved your reading skills. Your headteacher, staff and governors are working hard to make your school better and they ensure you are kept safe and secure.

We have judged that your school is satisfactory and needs to improve in some areas. First, on the odd occasion when bullying occurs, we want the school to help you understand how they deal with it as quickly as possible. There are times when work could be more challenging, particularly in writing and mathematics, and not enough time is given for you to complete tasks. We have asked teachers and school leaders to ensure that too much time is not spent on introducing lessons and that teachers help you to use your reading, writing and number skills in other subjects more often. We are also asking school leaders to check on teaching in the classroom and help teachers improve their practice so that you make consistently good progress. We are also asking staff to improve the way that they assess your work and mark your books, and to make sure that you all know your targets. All of you can help by learning them so that you can achieve them.

All the very best for the future.

Yours sincerely  
Denise Morris  
Lead inspector

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