

Bude Junior School

Inspection dates

13–14 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Some pupils do not make as much progress in reading and mathematics as they should.
- There are inconsistencies in the quality of teaching which stop pupils from reaching their full potential. Sometimes work is not well matched to the needs of pupils; teachers' expectations are not high enough and feedback to pupils does not help them to improve.
- Subject leaders have too limited a role in checking their subject areas to ensure better teaching and learning.
- The governing body does not fully understand its responsibilities and lacks the confidence and expertise to challenge senior leaders effectively and hold the school to account for its performance.
- Teachers have not been held to account effectively for the performance of their pupils.

The school has the following strengths

- Senior leaders understand the school's strengths and weaknesses and have brought about improvements over the last year. This shows that the school has the capacity to improve.
- Pupils' achievement has improved since the previous inspection, especially in writing.
- Pupils behave well and have a very positive attitude towards learning, and this contributes to their quickening progress in many lessons. They feel extremely safe in school.
- The Area Resource Base provides a much valued haven for those pupils with complex learning and medical difficulties, and these pupils develop their skills and confidence well.
- Pupils enjoy several areas of the curriculum, including the high-quality competitive sport and music, along with a wide range of enrichment activities such as clubs and visits.

Information about this inspection

- Inspectors observed 19 lessons, several of which were joint observations with members of the senior leadership team. Other learning was also observed, such as support for small groups of pupils and activities in the Area Resource Base.
- Meetings were held with a group of pupils, the headteacher, deputy headteacher and subject leaders, and with two governors.
- Inspectors took account of the 12 responses to the online questionnaire for parents and carers (Parent View).
- Inspectors observed the school's work and scrutinised a variety of documentation, including the school improvement plan, reports from the local authority, and data on pupils' recent and current progress.
- Inspectors also looked at files showing the checking of teaching, records relating to safeguarding, governing body reports and the evidence of parent and pupil surveys carried out by the school.

Inspection team

John Laver, Lead inspector

Additional inspector

Fran Ashworth

Additional inspector

Ken Byrne

Additional inspector

Full report

Information about this school

- The school is close to the average size for a primary school.
- Almost all pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium, including those eligible for free school meals, is above average. This is additional funding provided to support these pupils.
- The proportion of pupils who need additional help with their learning and supported at school action is just above the national average, and the proportion of pupils similarly supported at school action plus or with a statement of special educational needs is below average.
- The school meets the current floor standards, which set the government's minimum expectations for pupils' attainment and progress.
- The school operates an Area Resource Base which caters for a small number of pupils with complex learning and medical difficulties.
- The school has very recently become a Foundation school, within the Bude Communities Schools' Trust, which comprises several local schools.
- Within the last two years there have been some significant changes in staffing, including the senior leadership team, and in the governing body. A new chair of the governing body was appointed very recently.

What does the school need to do to improve further?

- Improve the quality of teaching to good so it raises achievement, particularly in reading and mathematics, by:
 - raising teachers' expectations of what pupils of all abilities can achieve
 - ensuring that pupils are always given work which is right for their individual needs and abilities
 - ensuring that feedback to pupils, including the marking of their work, always shows them exactly how well they have done and what they can do to improve their work.
- Improve the impact of leadership and management by:
 - ensuring that leaders and governors hold teachers to account for the progress of their pupils
 - ensuring that governors play a greater role in challenging the school's leaders and holding them to account
 - developing the role of subject leaders so that they have more responsibility checking teaching and learning in their subject areas and bringing about improvement in achievement.

Inspection judgements

The achievement of pupils

requires improvement

- The achievement of pupils requires improvement because some pupils do not make as much progress as they should in reading and mathematics.
- In the past, many pupils have not achieved as well as they should have done, particularly in mathematics, partly due to teachers' lack of confidence or expertise in this subject. The leadership has tried to address this issue systematically, using outside expertise and support where appropriate, including from the local authority. Achievement has improved significantly in recent months, and the school is now much closer to reaching more challenging targets. Previous gaps in attainment and progress, for example between boys and girls, have narrowed.
- The attainment of pupils on entry to the school varies year on year, as does attainment by the end of Year 6. Recent national test data and lesson observations show that attainment by the time pupils leave school is broadly average, although it is higher in English than in mathematics.
- Plans to tackle weaknesses in reading, for example, by the use of a structured approach to phonics (linking of letters and sounds), are at an early stage of development. Too many pupils still lack confidence in tackling mathematical problems such as calculation, and this was observed in lessons even with older pupils.
- Some pupils in receipt of the pupil premium funding benefit from additional support in small groups, for example from teaching assistants, and are now making better progress, especially in language and literacy.
- Good achievement and progress were observed in several lessons where the teaching was stimulating and interested all the pupils. They were seen, for example, in a mathematics lesson on multiplication for older pupils, which combined brisk pace, challenge and careful match of work to all abilities, and which kept pupils involved throughout. However, in some lessons, pupils do not learn as quickly as they could. This happened, for example, in lessons which were too slow-paced and held more-able pupils back, or where, as in some mathematics lessons, errors by pupils or gaps in their understanding were not corrected quickly enough by the teacher.
- Pupils in the Area Resource Base develop their skills and confidence well as a result of the support they receive. Otherwise, disabled pupils make progress which is in line with their peers. In some lessons they make good progress because of very focused support in small groups.

The quality of teaching

requires improvement

- Teaching has been too variable in quality since the previous inspection and inconsistencies remain which prevent all pupils from making good progress.
- The school's own records and the evidence of the inspection show that teaching has improved overall, and is contributing to improved progress. However, some weaknesses in teaching remain, usually when there is too much concentration on getting through the activities planned for pupils and not enough focus on the learning of different groups.
- In the better lessons, teachers plan well for the range of abilities in their classes. Teachers use teaching assistants well to support individual pupils or small groups, and as a result, pupils with special educational needs sometimes make good progress. Teachers often use a good range of questioning and enable pupils to learn independently, either working on their own or in groups. Teachers were seen to pick up on pupils' errors and use them to plan the next stage of their work.
- Where pupils do not learn as well as they should, this is because teachers sometimes talk for

too long or do not give more-able pupils more challenging tasks early enough in the lesson. In the less effective lessons, teachers miss opportunities to make the most of pupils' clear desire to learn.

- Teachers show high expectations in some of areas of the curriculum. For example, older pupils did impressive and lengthy pieces of writing on the Tudor monarchy, making a good link between literacy and history. Teachers have also encouraged pupils to take pride in good presentation, which is a notable feature of their written work.
- The marking of pupils' work is sometimes enhanced by helpful comments. However, feedback to pupils is variable in quality. Some marking does not indicate to pupils what they need to do next to improve. Sometimes pupils are not expected to respond to teachers' comments and correct their work.

The behaviour and safety of pupils are good

- The majority of pupils and parents believe that behaviour in lessons and around the school is good. Inspectors endorse this view. There have been no exclusions in recent times and the school has successfully helped some new pupils with behaviour difficulties to settle quickly.
- A few pupils and parents do not believe that the school manages behaviour effectively and express some concerns about bullying. Inspectors followed this up, and found that most pupils have a good understanding of the nature of different types of bullying and are confident that occasional instances will be dealt with effectively. Pupils also indicated strongly that they feel safe and well cared for in school. Some pupils benefit from a small support group which takes place before school begins in the morning.
- Pupils enjoy taking on responsibility. They talked enthusiastically about the school council's work in improving facilities.
- Attendance is broadly average. It is not higher, because there are a small number of persistent absentees, but the school works hard, using its own staff and outside support, to raise attendance levels.
- Strengths of the school are the very positive attitudes which pupils have towards learning, the welcoming environment in the classrooms, pupils' evident enjoyment of school and their enthusiasm in telling visitors about their school.

The leadership and management require improvement

- Leadership and management require improvement because subject leaders are not yet playing a strong enough part in bringing about improvement, teachers are not held sufficiently to account for the progress of their pupils and governors are not yet challenging leaders sufficiently robustly about the performance of the school.
- The senior leadership team, which was reformed just over a year ago, has a good understanding of the school's strengths and weaknesses and how the school can be improved, and this is clearly shown in the school improvement plan. Most other staff share the commitment to change, although a few express concerns about their opportunities for professional development.
- Checking of teaching and learning by the senior leadership team has become more rigorous during the last year. The introduction of regular assessments of pupils and the use of that information to set targets are helping the school to hold staff to account for pupils' progress. However, assessment information is not always used to plan lessons and make sure that pupils of all abilities have work which is matched to their needs.
- Arrangements to manage teachers' performance, by setting them targets, have not made a close enough link between teaching and pupils' performance. Staff have sometimes been rewarded without demonstrating their ability to bring about sufficient progress for pupils.

- Subject leaders plan conscientiously for progress in their subject areas and they welcome opportunities both for their own professional development and to support colleagues in their teaching. However, they are not yet directly involved in checking teaching and learning, and this means that staff are not always held to account for their work.
 - Staff promote pupils' spiritual, moral, social and cultural development well, through assemblies, lessons and opportunities for pupils to be involved in the local community. For example, pupils were observed in a religious studies lesson earnestly discussing how to promote values such as fairness. The results of good social and moral development are evident in the way pupils work well with one another in lessons. Pupils enjoy the topics which form an important part of the curriculum, as well as the many enrichment activities such as visits.
 - The school gives a high priority to safeguarding. All staff know their responsibilities and pupils know how to keep safe, for example when using computers. Policies and procedures fully meet requirements.
 - The school promotes equal opportunities well and does not tolerate discrimination of any kind. All pupils feel valued in the school's welcoming environment. For example, pupils who are disabled or who learn in the Area Resource Base are treated very considerately by other pupils.
 - **The governance of the school:**
 - The governing body, although supporting the school's aims, has not challenged leaders about the school's performance rigorously enough. Several governors take an active part in school life, visiting classrooms and supporting pupils, but they have a limited understanding of how they should monitor the school's success or support the drive for improved progress. Given the fact that all staff are at, or close to, the top of the pay scale, governors have not made the link between teaching, leadership and pupils' achievement. Governors conscientiously carry out useful activities such as surveying the views of parents, pupils and staff, but have limited awareness of how exactly pupil premium funding is being used to support those pupils who are in danger of underachieving. New governors want to have their roles and responsibilities clearly defined, because they have not had enough say in setting the future direction of the school.
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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

Unique reference number	111949
Local authority	Cornwall
Inspection number	401219

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

Type of school	Junior
School category	Foundation
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	262
Appropriate authority	The governing body
Chair	Laura Singleton
Headteacher	Michael Narraway
Date of previous school inspection	22–23 June 2010
Telephone number	01288 352731
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