

# Bude Infant School

Broadclose Hill, Bude, Cornwall, EX23 8EA

**Inspection dates** 13–14 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher provides strong leadership, has successfully forged an effective team, and is ably supported by the newly appointed deputy headteacher.
- Governors also contribute well to the strong leadership because they are knowledgeable, have appropriate skills and share the headteacher's high expectations for the pupils' achievement.
- All groups of pupils achieve well from their individual starting points to reach standards close to the national average at the end of Year 2 in reading, writing and mathematics.
- Teaching is consistently good and some aspects are of high quality, for example in the way teachers capture the pupils' interest with lively topics.
- Pupils behave well in lessons and on the playground, and say they feel safe in school because the staff care for them.
- There is good provision for the pupils' spiritual, moral, social and cultural development within the curriculum, which is enriched by a range of visits and visitors.
- Pupils learn to read well because phonics (letters and the sounds they represent) is systematically taught and reading is given a high profile in the school.

### It is not yet an outstanding school because

- The quality of teaching is not yet of sufficiently high quality to ensure all pupils capable of reaching higher levels standards do so.
- Pupils are not given enough opportunities to apply their writing skills in a range of subjects.

## Information about this inspection

- Inspectors observed 15 lessons or parts of lessons, seven of which were joint observations with the headteacher. In addition, one inspector visited a number of intervention groups for shorter periods of time to look at the learning of individual pupils and small groups, and carried out a learning walk to look at curriculum provision.
- Meetings were held with members of the senior leadership team regarding pupils' progress in literacy and numeracy and the progress of disabled pupils and those with special educational needs.
- Inspectors also met with other senior staff to discuss the provision for and achievement of the youngest pupils.
- Inspectors listened to pupils reading from Reception, Year 1 and Year 2.
- During lessons, the inspectors looked carefully at pupils' work in books and at the displays of work in the classrooms. They also looked at the wide range of work on display around the school.
- The inspectors had lunch with the pupils, chatted informally to them about aspects of school, and observed their behaviour during playtime and lunchtime.
- Many school documents were examined including monitoring records of the quality of teaching, the school's data on pupils' progress, the school improvement plan and the school's records of behaviour, attendance and safeguarding.
- A meeting was held with three members of the governing body and a telephone conversation was held with a representative of the local authority.
- Information from the 12 responses to Parent View as well as one letter received from a parent and the opinions of parents spoken to in person were taken into account.
- In addition, inspectors took account of the 19 responses to the staff questionnaire.

## Inspection team

Anne Newall, Lead inspector

Additional Inspector

Alan Jones

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average-sized primary school with pupils in the Reception Year, as well as Years 1 and 2. There are two classes for each age group.
- The proportion of disabled pupils and those with special educational needs supported with school action is similar to the national average, while the proportion supported at school action plus or with a statement of special educational needs is higher than the national average.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils eligible for support provided by the pupil premium (which provides additional funding for pupils who are known to be entitled to free school meals, the children of service families or those who are in the care of the local authority) is similar to that found nationally.
- The headteacher was appointed in September 2012 and was joined by a new deputy headteacher in September 2013. The Chair of the Governing Body took up her role in September 2013.
- The school is a member of the Bude Communities Schools Trust, a co-operative learning trust of nine schools, each managed by a separate governing body.
- The school recently attained the Silver Science Quality Mark in recognition of high quality science teaching across the school. There is a breakfast club on site, which is managed by the governing body and therefore formed part of the inspection.

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

- Improve the quality of teaching from good to outstanding in order to raise attainment by:
  - ensuring that teachers always allow enough time for pupils to practise their skills and undertake independent work
  - raising expectations of the standards that more capable pupils could reach
  - giving pupils more opportunities to apply their writing skills across a range of subjects.

## Inspection judgements

### The achievement of pupils

**is good**

- Children join the Reception Year classes with wide ranging skills and abilities but overall these are generally lower than expected for their age. Good routines are quickly established in the Reception classes, and good indoor and outdoor provision is planned carefully to meet children's needs and ensure they make the progress expected of them in most areas of learning. Although they make good progress in learning to read and write, their skills in these areas are less well developed at the end of the Reception Year than they are in other areas of learning.
- During Years 1 and 2, good teaching continues to result in good progress for pupils in reading, writing and mathematics. However, standards in writing are not as high as they are in reading and mathematics currently.
- The school has worked effectively to improve the teaching of phonics (letters and the sounds they make) and in 2013 the most pupils met the expected standard in the national phonics screening check at the end of Year 1. This is an improvement on the previous year. Nearly all pupils in Year 2 who retook the check met the standard.
- Pupils enjoy reading. They learn to read well because phonics is taught systematically, and because reading and stories are given a high profile in the school. Writing the sounds that they are learning is not given as much emphasis, however, and across the school there are not always enough opportunities for pupils to practise writing in other subjects.
- There are numerous opportunities for pupils to learn through practical activities, such as in the forest area, in physical development activities and in science. Pupils say they enjoy all their learning, especially science. As one pupil wrote, 'My favourite thing about science is finding things out and learning things we never knew before.'
- The school's own assessment data show that more-able pupils are making similar good progress to their classmates in reading because of the high profile given to regular reading. However, not enough of the more able pupils are making better than expected progress particularly in writing.
- Disabled pupils and those who have special educational needs make good progress due to the very well-organised and effective additional support they receive.
- Pupils who are eligible for support from the pupil premium made similar progress to their peers, but their attainment at the end of Year 2 in 2013 was about one term behind in all assessed subjects. This is an improvement on the previous year, which shows that strategies to help these pupils progress are successful.

### The quality of teaching

**is good**

- Teaching is typically good with elements of outstanding practice such as the way teachers plan imaginative activities to engage and motivate pupils. For example, in an outstanding lesson in Reception children thoroughly enjoyed practising different ways of moving to 'creepy' music. Another outstanding lesson seen in Year 2 had pupils excitedly rehearsing their weather report before filming it, which prompted some excellent scripting: 'In Edinburgh today it will be snowing, so wrap up well and go outside to build a snowman.'
- Most teachers show high expectations and provide work which suits the different abilities of pupils in their classes. For example, the use of 'toolkits' by pupils helps them to know what they must include in a piece of work such as adventurous vocabulary or time connectives. However, occasionally, expectations of what more-able pupils could achieve are not high enough.
- Relationships between pupils and adults are strong and underpinned by good provision for the pupils' spiritual, moral, social and cultural development and this ensures a positive climate for learning.
- Through the introduction of peer observations and sharing best practice, teachers have increased their knowledge of what makes an effective lesson, for example intervening at the right moment to move learning along. On occasion, however, pupils spend too long listening to

their teacher, which reduces the amount of time they have to practise their skills.

- Regular scrutiny of pupils' work has improved the accuracy of assessment, and as a result has improved teaching by enabling teachers to more precisely plan the next steps of learning.
- The support for disabled pupils and those with special educational needs is a strong feature of the school's work and ensures that each pupil has an equal opportunity to succeed. Teaching assistants are very skilled at implementing individual and small-group support.

### **The behaviour and safety of pupils are good**

- The attendance of pupils has been below average in recent years. Due to the school's emphasis on 'every day counting', the importance of good attendance has been successfully promoted. With a wide range of awards for good attendance for pupils and classes, regular reminders for parents, and good support from the education welfare officer, attendance has risen and is currently above average.
- Pupils are courteous to one another and to the adults in school, with whom they have excellent relationships. This contributes to the strong ethos of care and respect which permeates the school.
- Pupils behave well in their lessons, getting on with their work individually or in pairs and groups. On occasion when they are not fully interested in their work, or when their teacher talks for too long, some pupils lose concentration and this negatively affects their attitudes to learning.
- The school council carries out its responsibilities diligently and with maturity. For example, members were involved in the selection process for the deputy headteacher. Within classes, pupils enjoy the various responsibilities they have, eagerly looking forward to their turn to be class leader.
- All parents who responded to the online questionnaire, Parent View, believe their children are safe and well cared for at school. Similarly, those spoken to in school had nothing but praise for the school's support for their children, saying, 'the staff take time to get to know each pupil, including their family circumstances'. This, together with guidance from the 'Achievement for All' project which the school is involved in, has enabled more parents to support their children's learning.
- Pupils have a good understanding, appropriate to their age, of different types of bullying including name-calling, and internet safety. They say that 'most of us are very good', and that 'sometimes people fall out but the teachers sort it out'. They know who to talk to if they have any problems at school.

### **The leadership and management are good**

- The new headteacher has successfully gained the confidence of staff, and all those who responded to the staff questionnaire believe the school is well led and managed.
- Parents who responded to the questionnaire, those who were spoken to, and one who wrote to the inspectors were overwhelmingly positive about the school. They believe that the staff and headteacher are very approachable, and appreciate the opportunities which are arising for closer links, for example through children and family events such as the Christingle.
- The headteacher has rapidly evaluated the work of the school and, as a result, has implemented several systems and procedures to improve the achievement of pupils. Assessments are regularly made of pupils' progress, related to the quality of teaching, which are discussed with class teachers. Consequently, teachers are now fully aware of their accountability to ensure each pupil makes at least good progress each year. Those not making enough progress are quickly identified and intervention programmes are put into place to help them.
- The local authority has provided good support for the school through the targeted support and intervention programme, which is resulting in improved achievement.
- No form of discrimination is tolerated. Pupils whose circumstances may make them vulnerable, disabled pupils and those with special educational needs are nurtured and fully included in all school activities.
- The curriculum is broad and balanced and is organised into topics which interest and motivate the

pupils. Activities are enriched by a range of visits and visitors. The school is already using its new primary school sports funding to improve staff skills and introduce new sports.

- Links with the local community are strong, and pupils thoroughly enjoyed taking part in the 'Flowers on the Green' festival on Bank Holiday Monday in May. Each pupil made flowers from recycled materials and flotsam from the beach, which they 'planted' on the Castle Green alongside thousands of flowers made by others. Events like this, together with the school's Arts Week and Music Week, contribute to the good spiritual, moral, social and cultural provision of the school.
- The breakfast club is well attended, and provides a warm, safe environment for pupils in the morning where they can socialise with their friends.
- Membership of the local education trust has brought benefits to staff and pupils alike, through shared events and opportunities.
- The improvements in the school's effectiveness since the arrival of the present headteacher confirm that the school has the capacity to continue to improve in the future.

■ **The governance of the school:**

The new headteacher provides governors with evaluative reports about all aspects of the school's work. These have enabled them to challenge the leadership about the school's performance compared to similar schools nationally. Following an audit of their skills, governors allocated themselves responsibilities for different aspects of the school's work, and are increasingly involved in checking the achievement of pupils. They receive reports on the performance management of teachers in relation to the national standards for teachers and in relation to their pay scales. Governors are involved in the performance management of the headteacher and set challenging targets for school improvement; for example, continuing to narrow the gap in standards between different groups of pupils, such as those who are eligible for pupil premium support. Governors take their safeguarding responsibilities seriously and recently arranged an external review to ensure they are meeting their statutory requirements. They also ensure the school's finances are managed securely.

## 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

<b>Unique reference number</b>	111945
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	413330

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

<b>Type of school</b>	Infant
<b>School category</b>	Maintained
<b>Age range of pupils</b>	5–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	169
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Simone Truter
<b>Headteacher</b>	Sally Strange
<b>Date of previous school inspection</b>	22–23 June 2010
<b>Telephone number</b>	01288 353798
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