

# Bodriggy Academy

Humphry Davy Lane, Cornwall, TR27 4DR

**Inspection dates** 11–12 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected
	This inspection:	<b>Outstanding</b> <b>1</b>
Achievement of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Leadership and management	Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Pupils thoroughly enjoy school. They consistently give of their best and make excellent progress.
- Pupils reach at least average standards by Year 6. This reflects continuing outstanding achievement from their low starting points.
- Outstanding teaching across the school ensures that all pupils achieve with equal success.
- Teachers have very high expectations of their pupils. Learning is stimulating and fun.
- Children get very effective help in the Early Years Foundation Stage. Learning is made interesting and exciting.
- The headteacher is an inspirational leader. He is extremely well supported by staff and governors in driving improvement.
- Staff strongly promote the pupils excellent attitudes to learning. This enables pupils to make rapid progress.
- Pupils feel valued and confident at school because they are treated equally and benefit from high-quality care. They feel very safe and behave extremely well.
- Pupils enjoy learning a wide range of subjects. These include excellent opportunities to take part in sporting and musical activities.
- The stimulating activities provided contribute strongly to pupils' outstanding spiritual, moral social and cultural development.
- Pupils are proud of their school and love talking to visitors about it. A Year 6 pupil summed up their view, 'Our school is too good for words.'

## Information about this inspection

- Inspectors observed 22 lessons, one of which was a joint observation with the headteacher.
- Meetings were held with two groups of pupils; many other pupils were spoken to during lessons and break times.
- The lead inspector held a meeting with a representative of the governing body.
- The inspectors held meetings with school staff, including senior and middle leaders and teachers with responsibility for key areas.
- Inspectors heard children read, observed morning playtime and lunch breaks as well as visiting breakfast and after-school clubs. They listened to the choir and woodwind orchestra and looked at the displays around the school and in the classrooms.
- Pupils' work was scrutinised including the learning diaries of the youngest children.
- Note was taken of the 31 responses to the staff questionnaire, the 27 responses to the online questionnaire, Parent View, and responses to the school's own survey of parents' and carers' views. Inspectors met some parents and carers informally at the end of the school day.
- A range of documents was looked at, including the school's data on pupils' progress, planning, the school's self-evaluation and monitoring, as well as records relating to behaviour, attendance and safeguarding. The inspectors considered the records of pupil premium spending and the sports premium spending and action plan.

## Inspection team

Anne Wesley, Lead inspector	Additional Inspector
Alan Jones	Additional Inspector
Marian Marks	Additional Inspector

## Full report

### Information about this academy

- The school is larger than the average-sized primary school.
- The children in the Early Years Foundation Stage are accommodated in a Nursery class and two Reception classes. Other pupils are taught within a range of single- and mixed-age classes.
- Most pupils are of White British heritage.
- A larger than average proportion of pupils are supported by the pupil premium. This is additional funding for children in local authority care and those known to be eligible for free school meals.
- The proportion of pupils supported at school action is average. The proportion of pupils supported at school action plus or with a statement of special educational needs is well above the national average.
- A breakfast and after-school club, which is managed by the governing body, was also inspected.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Bodriggy Primary converted to become an academy school on 1 September 2011. When the predecessor school was last inspected by Ofsted, it was judged to be good overall.

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

- Ensure pupils are given enough time to respond to the points for improvement identified in teachers' marking in order to enhance their progress still further.

## Inspection judgements

### The achievement of pupils is outstanding

- Pupils' achievement is outstanding because a high proportion of pupils are exceeding expected levels of progress. As a result of this sustained accelerated progress, attainment in national assessments in Year 6 is improving and is now mostly above average.
- Most children enter the Nursery with skills at well below the levels expected for their age, especially in language and literacy. As a result of the exciting environment and excellent teaching, all children make rapid progress and move into Key Stage 1 very well equipped for the next stage in their learning.
- The results of the phonics screening check held at the end of Year 1 have improved year on year. This is because there has been an increased emphasis on teaching phonics (letters and the sounds they make). Pupils demonstrate a very good understanding of phonics and use this knowledge well in their reading and writing.
- Skilled teaching ensures that pupils' reading, writing and mathematics skills improve as they move through Years 1 and 2. At the end of Year 2, in 2013, results for reading, writing and mathematics were just above the national averages.
- Throughout the school, there is a strong emphasis on the development of pupils' reading skills, from very well-planned work on early skills in the Early Years Foundation Stage, Year 1 and Year 2 to the more advanced skills pupils need to achieve the higher levels at the end of Year 6. Consequently, the progress all pupils make in reading is exceptionally strong.
- Throughout Key Stage 2 all year groups are making similarly outstanding progress in reading, writing and mathematics. Very few of the current Year 6 attained the higher levels at the end of Year 2 but a third of them are working at the higher levels in reading, writing and mathematics now. This outstanding progress is shown in the school's tracking information and confirmed by the work seen by inspectors.
- The school's accurate tracking system ensures extra support is targeted promptly, so that all groups of pupils, particularly disabled pupils and those with special educational needs, make equally outstanding progress.
- The most able pupils are constantly challenged in both English and mathematics. For example pupils consistently check their written work looking at it critically to see how it could be improved to meet the requirements of the next level.
- Pupils known to be eligible for pupil premium funding also achieve exceptionally well, in line with other pupils in the school. Pupils make better progress than their peers nationally in both English and mathematics. This is as a result of careful consideration of their needs and individualised support. One-to-one teaching and small-group work by skilled teaching assistants ensure that all the pupils whose circumstances may make them vulnerable do as well as their peers.

### The quality of teaching is outstanding

- Teaching is outstanding because it has promoted pupils' outstanding progress and learning over time. Teachers have extremely high expectations for all pupils, who respond very positively to the challenges they are given.
- In Nursery and Reception, the children learn in an exceptional environment which is rich in opportunities for the development of language and communication skills. Children are enthralled by the current school theme of 'The Rainforest' and have planned with the teacher what they want to learn: from 'how to make parrots from feathers' to 'every single thing about ants'. The result is a vibrant climate for learning, with children full of curiosity and enthusiasm as they acquire the basic skills in English and mathematics.
- Teachers have excellent subject knowledge and consistently promote the use of the correct technical language. Pupils talk of using the 'digital route' to find the answer for a mathematical calculation and of using better 'emotive language' to improve their writing.

- Writing skills are taught very well. Pupils are always given a clear explanation of what they need to do to be successful in completing the written tasks. Learning is even more effective when they are asked to consider how their writing could be improved.
- Teachers consistently inspire pupils with interesting activities so pupils are quickly engaged and enthusiastic about their learning. Some very effective learning occurs when teachers prompt good discussions. As a result pupils develop speaking and listening skills very well by sharing their ideas and challenging and learning from each other.
- Pupils' understanding of difficult concepts in mathematics is helped greatly by learning in context. For example, Year 5 pupils needed to use long multiplication to work out how many wellington boots were sold at a pop festival.
- Teachers and teaching assistants work extremely well together. They use a range of appropriate strategies to skilfully gauge pupils' understanding, and then ensure they receive the right amount of guidance and support to keep the learning of all groups moving forward.
- Outstanding teaching by specialist teachers in singing, music making and artwork ensures that pupils' attainment is extraordinarily high in these areas.
- High-quality marking provides a careful balance between praise and suggesting how pupils could improve their work. Sometimes pupils are not given enough time to act on the advice given and this can restrict how well their work improves.

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

- The behaviour of pupils is outstanding. They enjoy school and very are keen to learn. They are expected to behave extremely well, and they do.
- Teachers manage pupils' behaviour extremely well. They create a very effective climate for learning. Pupils respond extremely positively to the high expectations of them in lessons. Their outstanding achievement is often due to their positive behaviour and enthusiasm for learning.
- The pupils' excellent attitudes to learning are also clearly evident in the very neatly presented work in their books. The work on display in classrooms and around the school further illustrates the pupils' determination to produce work of the highest standard.
- There is an exceptionally warm, welcoming atmosphere throughout the school. Pupils are always very friendly and extremely polite. Pupils talk with pride about their work and their school, and say that behaviour is exceptionally good; parents, carers and staff agree.
- Children in Nursery and Reception learn the rules of good behaviour quickly. They show maturity as they concentrate and persevere with activities.
- The school's work to keep pupils safe and secure is outstanding. Parents and carers are overwhelmingly positive about the school's ability to keep their children safe and to deal with any problems quickly.
- Pupils have a very good understanding of the different forms of bullying. For example, pupils understand what constitutes cyber bullying and racial abuse.
- They say that any kind of bullying is extremely rare but that any problems 'are very quickly sorted out'. The pupils understand how to keep themselves safe and are secure in the knowledge that help is on hand should they need it.
- Pupils enjoy taking responsibility and contributing to the life of the school. A place on the Year 6 Council is highly sought after. Council members work hard to collect the views of pupils throughout the school. They say their opinions matter and staff listen to what they think. This is demonstrated in their involvement in staff selection and in the decisions concerning the charities the school supports.
- Attendance has continued to improve through a very wide range of strategies. Collecting pupils in the school mini-buses from a local housing estate has been particularly successful. The pupils' good attendance also reflects their enjoyment of school.

**The leadership and management are outstanding**

- The headteacher and leaders at all levels, including the governing body, have a fierce ambition for continuing improvement. As a result they set high expectations for pupils' achievement and the quality of teaching. There is a relentless pursuit for excellence in all areas of school life.
- The school knows its strengths and points for development extremely well. School leaders carry out very systematic and rigorous monitoring of the quality of the teaching and checking of pupils' progress.
- Self-evaluation is securely based on first-hand observation of all learning activities. The headteacher shares this information fully with the governing body. Governors regularly keep themselves informed by visits to school.
- The headteacher's exemplary leadership is underpinned by his excellent knowledge of the children and their families.
- The headteacher and all staff have a determination that all pupils should be treated equally and that discrimination should not be tolerated. As a result all pupils across the breadth of needs are fully included and benefit from all the school has to offer.
- Very effective performance management provides support, constructive criticism and relevant training for the teachers' work in the classroom. Actions to bring about improvement are always followed through to see if they are successful. As a result, teaching is always at least good, with much that is outstanding.
- Additional funding is used very effectively to support eligible pupils. The governing body checks the progress of these pupils rigorously. As a result, their achievement is consistently better than that of similar pupils nationally.
- There are many sporting activities for the pupils with a wide range of sporting clubs. Physical education funding has been used to support these and develop them even further. The improvement in participation in gymnastics has been a particular success.
- The breadth and richness of the curriculum help to develop pupils' spiritual, moral, social and cultural awareness outstandingly well. There are numerous ways pupils gain a wider view of the world and raise their aspirations; for example, visitors to school, a wide variety of trips, many extra-curricular activities in sport and music, and the chance of performing to audiences.
- A very popular breakfast and after-school club provides excellent care and further encourages the pupils to adopt a healthy lifestyle.
- The school provides very high-quality care for its pupils whose circumstances may make them vulnerable, demonstrating very effective links with parents and carers. This is strengthened by the school's appointment of a Child Welfare Coordinator who operates exceptionally well with the families. The school has also forged very close effective links with many outside support agencies.

**■ The governance of the school:**

The governing body is led extremely effectively and provides very strong governance of the school. It collaborates closely with the headteacher, is involved in all major decisions and is vital to the success of this stand-alone academy. Governors have a good understanding of the overall quality of teaching and how teachers' performance is linked to their pay and responsibilities. The governing body provides effective support and challenge. These are based on its clear understanding of the school's strengths and areas for development within the context of the community the school serves. Governors understand the school's performance data very well and ask searching questions. They take part in many training courses to ensure they are fully up to date with all their areas of responsibility. Governors check that additional funds, including the sports grant, are used effectively. They have made sure that the additional coaching in gymnastics is also training the teachers to deliver these lessons in the future. Their statutory responsibilities, such as safeguarding requirements, are fully in place and very effective.

## 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>	136523
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	443920

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	335
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tracey Daniel
<b>Headteacher</b>	David May
<b>Date of previous school inspection</b>	10–11 February 2010
<b>Telephone number</b>	01736 752808
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