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5 November 2020

Luke Rees  
Head of School  
Bugle School  
Fore Street  
Bugle  
St Austell  
Cornwall  
PL26 8PD

Dear Mr Rees

### **Ofsted visit to Bugle School**

Following my visit with Lydia Pride, Her Majesty's Inspector (HMI), to your school on 20 October 2020, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the visit's findings. Thank you for the time you made available to discuss your actions since September 2020, when the government expected all schools to open fully to all pupils.

This visit was conducted under section 8 of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections are temporarily suspended.

Ofsted's visits to schools during the autumn term are not inspections. We are not giving graded judgements. We did not undertake the usual range of inspection activities and were unable to check other sources of evidence, such as visits to lessons or looking at pupils' work. The content of this letter gives an overview of our discussions about what has happened in your school this term.

During the visit, we spoke to you, the senior leadership team and representatives from the multi-academy trust. We did not speak to pupils because of the protective measures in place.

### **Context**

Her Majesty's Chief Inspector of Education, Children's Services and Skills is leading Ofsted's work into how England's education system is managing the return to full

education for pupils, following an extended break in formal schooling due to the COVID-19 (coronavirus) pandemic.

In undertaking this focused work, HMI are visiting a broad range of schools. HMI will visit a sample of:

- approximately 1,200 schools across all Ofsted grades (outstanding, good, requires improvement and inadequate)
- maintained schools, academies and free schools, special schools and centres of alternative provision, including those in cities, and coastal, town or rural communities.

The information from this visit will feed into Ofsted's national reporting so that the insights can be shared with the government and the education sector. We did not find any significant concerns during the visit. In such a case, an inspection report would be published on our website and available to parents and carers.

We did not consider your response to COVID-19 during the spring and summer terms 2020, when the school was not open to all pupils.

**From this visit, inspectors noted that:**

- The school opened to all pupils on 7 September 2020. Most pupils are attending full time, with a small number following bespoke part-time timetables.
- Attendance is below the school's normal levels for this time of year. You have communicated attendance expectations to parents. You are in daily contact with parents when a pupil's attendance is low.
- Pupils are studying most of their usual subjects, except for music. You are currently adapting the music curriculum. You plan to return all pupils to studying the full curriculum by spring 2021.
- In reading, you have assessed pupils' new starting points and can see that some pupils have gaps in their phonic knowledge. Staff are working with individual pupils and small groups to support those who need to catch up with their phonics.
- In mathematics, you have assessed that several topics including early number, place value and addition need to be revisited. You have adjusted the curriculum and put support in place for those pupils who need additional help.
- You have identified content that pupils have missed in science, history and geography. You have organised the curriculum so that pupils will cover the missed content in future topics. You identified a need for pupils to be

reminded of basic skills in information technology, so you have adapted the computing curriculum.

- You have organised the personal, health and social education (PSHE) curriculum to support pupils' well-being, in light of their experiences of COVID-19. You are using forest school sessions to develop pupils' social skills.
- You have identified a need for children in the early years to develop social skills, language and physical movement. You have organised the curriculum to include more opportunities for language development and early reading skills.
- You use an online learning platform to provide pupils with schoolwork should they need to learn remotely. You have aligned remote education to the school's normal curriculum.

Thank you again for contributing to this important national work. The views and experiences you have shared will help to inform future policy.

I am copying this letter to the chair of the board of trustees and the chief executive officer of the ASPIRE multi-academy trust, the regional schools commissioner and the director of children's services for Cornwall. This letter will be published on the Ofsted website.

Yours sincerely

Tracey Reynolds  
**Her Majesty's Inspector**