

# Inspection of Bude Primary Academy – Juniors

Broadclose Hill, Bude, Cornwall EX23 8DR

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Inspection dates: 12 and 13 October 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Good**

Leadership and management

**Good**

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

This is a rapidly improving school. After a turbulent period, the members of the newly appointed senior leadership team have established an ambitious vision for the school. They have united staff, parents and pupils. Leaders have set clear, common goals. However, there is still some way to go. Leaders recognise this. The curriculum has not been sufficiently embedded. This means pupils still do not learn as much as they could. Although leaders have established clear behaviour systems, some classes still have low-level disruption.

Pupils are proud of their school. They can identify the improvements that leaders have made, such as ensuring they feel safe at lunchtimes. Pupils say bullying is rare but trust staff to resolve any issues should they occur.

Leaders enrich the curriculum with trips and experiences for pupils. For example, Year 6 pupils experienced a residential to Bristol to learn more about the slave trade. Pupils enjoy the range of sports clubs on offer, such as netball or cricket. Leaders provide opportunities for pupils to take on responsibilities in the school. For example, the school council organises fundraising projects, such as providing school equipment for children in Nepal.

## **What does the school do well and what does it need to do better?**

Leaders have rapidly taken the school from a low ebb. With support from the trust, leaders have worked on the most significant issues. Staff morale is now high.

Leaders identified that many pupils start school with weak phonics knowledge. They quickly introduced a rigorous and systematic approach to the teaching of phonics. Teachers now rigorously check how well pupils read in school and swiftly identify pupils' gaps in knowledge. Leaders ensure that staff are well trained to support those pupils who have fallen behind. As a result, pupils are now catching up quicker with phonics than in the past.

Pupils enjoy reading. They choose books from the well-stocked library and talk enthusiastically about their favourite authors. Teachers expose pupils to ambitious vocabulary in whole-class texts. Pupils are beginning to use this to improve their own writing.

There is now a well-balanced and interesting core curriculum in place. Leaders have considered the broad content they want pupils to know. In mathematics, content is carefully sequenced. Most pupils can recall what they have learned. However, in the wider curriculum, teachers do not consider carefully enough the order that content is taught. It is not logically sequenced. This means teachers are not always clear on what pupils should know and by when. Consequently, pupils do not build on their knowledge over time.

Leaders have supported teachers to implement the curriculum. Teachers say they appreciate this. Nevertheless, this work is at an early stage. Approaches to teaching the curriculum are not yet consistent. Some teachers do not adapt the curriculum to meet the needs of all pupils. This means pupils do not learn as much as they could.

Leaders have established an inclusive ethos. In the past, pupils with special educational needs and/or disabilities (SEND) did not take part in the full curriculum. Leaders have now created clear systems so that all pupils experience the same learning. As a result, the school manages the needs of pupils with SEND effectively, including those in the additional resource base. However, despite recent improvements, too many pupils with SEND, alongside disadvantaged pupils, do not attend school regularly enough. This means they miss out on important curriculum content.

Leaders have raised expectations of how pupils should behave. This has had a positive impact. However, not all staff have implemented these changes effectively. Consequently, in some classes low-level disruption remains.

Leaders promote pupils' personal development through carefully planned opportunities. For example, pupils know the importance of equality through participating in events such as 'Bude Pride'. Through assemblies and the curriculum, pupils know how to keep themselves safe both online and in the locality.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that all staff receive regular safeguarding training, such as risks identified in the local area. As a result, staff can identify pupils at risk of potential harm. Leaders have clear systems for reporting concerns. They know their families well. This means leaders make referrals to the local authority in a timely manner. Leaders challenge outcomes if they are not satisfied with the next steps. As a result, vulnerable families get the support they need.

Recruitment processes are robust. Leaders make checks on these systems regularly.

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

### **(Information for the school and appropriate authority)**

- In the wider curriculum, some subjects are not carefully sequenced and do not detail the precise knowledge pupils need to know. This means that pupils do not build on their knowledge over time coherently. Leaders need to plan the curriculum so that all subjects are well sequenced and the key knowledge pupils need to know is identified.
- Some teachers do not consistently adapt their teaching to meet the needs of all pupils well enough. As a result, pupils do not always learn as much as they could.

Leaders need to support teachers to adapt the implementation of the curriculum to meet the needs of all pupils.

- Not all staff manage behaviour consistently. Consequently, there is low-level disruption in some classes. Leaders need to ensure that staff are supported to manage behaviour and that approaches are consistently applied.
- Too many pupils, including disadvantaged and those with SEND, are persistently absent. This means they miss important curriculum content. Leaders need to continue the recent improvements and work with families so that pupils attend school regularly.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	146077
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10241459
<b>Type of school</b>	Junior
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	268
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Penny Shilston
<b>Headteacher</b>	Sarah Robinson
<b>Website</b>	<a href="http://www.budejuniors.org.uk">www.budejuniors.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Bude Primary Academy – Juniors became a sponsor-led academy in July 2018. When its predecessor school, Bude Junior School, was last inspected by Ofsted, it was judged to be inadequate overall.
- The school has an additional resource base for 10 pupils with SEND, from 5 to 11 years.
- The headteacher took up her post in January 2021.
- The school does not use any alternative providers.
- The school runs its own breakfast and after-school provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the head of school and other senior leaders, groups of staff, the trust’s strategic partner and a member of the trust board.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, science and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.
- Inspectors also spoke to subject leaders and looked at samples of work in writing and history.
- The lead inspector listened to pupils in Years 3, 4, 5 and 6 read to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding lead to evaluate the effectiveness of safeguarding. The lead inspector also scrutinised the school’s single central record.
- Inspectors observed pupils’ behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- Inspectors considered the responses to the online survey, Ofsted Parent View and took into consideration responses to the staff and pupil surveys.

### **Inspection team**

Jason Edge, lead inspector	His Majesty’s Inspector
Karl Sampson	Ofsted Inspector
Rob Meech	Ofsted Inspector

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