

# Inspection of a good school: Budehaven Community School

Valley Road, Bude, Cornwall EX23 8DQ

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Inspection dates:

16 and 17 May 2023

## Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

## What is it like to attend this school?

Pupils are happy and get on well with one another. They value the warm relationships they have with staff. Leaders have high expectations of pupils' behaviour. Pupils meet these expectations, so the school has a positive and purposeful atmosphere. Pupils appreciate how leaders celebrate their achievements. For example, the school environment is rich in pupils' artwork. However, pupils do not always feel challenged by their learning.

Pupils enjoy raising money for good causes. Each 'house' has chosen a charity to support, such as saving lives at sea. Pupils take on leadership roles. Some are members of the school council, while others are sports leaders or prefects. Pupils feel they have a voice in the school through such roles.

Pupils take part in a range of extra-curricular activities. They appreciate the many clubs on offer, such as chess, basketball and musical theatre. Pupils speak with enthusiasm about taking part in outdoor and volunteering activities. Sixth-form pupils support younger pupils by mentoring and helping them with their learning.

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

Pupils learn a broad and balanced curriculum. In the sixth form, subjects are well matched to students' next steps in education or into the workplace. Leaders are ambitious to increase the number of pupils studying languages at GCSE so that more pupils take subjects that make up the English Baccalaureate.

In most subjects, leaders have identified the most important knowledge and skills that pupils need to learn. This includes knowledge of the subject and how to be a subject

expert. For example, pupils gain knowledge in science and learn how to work in a scientific way. However, in some subjects, leaders have not planned the knowledge and skills that pupils need precisely enough. As a result, pupils do not build their knowledge on what they already know and can do.

Teachers have the subject knowledge they need to deliver the curriculum. However, teaching does not always present information clearly enough. Where this is the case, pupils do not focus on the most important knowledge they need to learn. Teachers' use of assessment does not check systematically whether pupils have misconceptions or have remembered their learning. Therefore, pupils often have gaps in their understanding of the curriculum.

The curriculum does not build pupils' confidence in or enjoyment of reading. Pupils do not speak positively about reading. Those who need help to improve their reading fluency do not always receive it. This hinders their learning across the curriculum.

The curriculum does not meet the needs of some pupils with special educational needs and/or disabilities (SEND) well enough. Leaders do not identify pupils' needs accurately. When they share information about pupils' needs with teachers, it is not always useful or put into practice. Leaders have begun to make improvements to the support provided for pupils with SEND, but this work is in its infancy.

Leaders have designed an effective personal, social and health education curriculum. Pupils gain an understanding of healthy relationships that is appropriate to their age. For instance, they learn about consent and what constitutes harmful sexual behaviour. Leaders adapt the programme to respond to local and national concerns. Pupils learn about protected characteristics in law, such as race and religion. They understand the importance of promoting tolerance and challenging discrimination.

Leaders have implemented a successful careers education programme. Pupils receive unbiased information about potential next steps, such as into higher education. Pupils, including those in the sixth form, have good-quality, meaningful opportunities to learn about the world of work. For example, they do useful work experience and meet employers through careers fairs and visits.

Governors know the school and community well. They provide challenge and support to leaders and ensure resources are well managed. They share leaders' ambitions to improve the quality of education that pupils receive.

Staff are proud to work at the school. They feel that leaders are sensitive to their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective. There are appropriate arrangements for the safe recruitment of staff.

Leaders have established a culture of vigilance. Staff are quick to report concerns about pupils' well-being or safety. Leaders take appropriate actions to help protect children. Where necessary, they make referrals to local safeguarding partners. Leaders work closely with external agencies, such as the police.

Pupils are confident to talk to a member of staff if they are worried about themselves or someone else. They learn how to keep themselves safe from local risks, such as swimming in the sea. They learn how to keep safe when online. Policies and practice to manage harmful sexual behaviour in or out of school are effective.

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

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

- Teachers' use of assessment does not habitually identify gaps in pupils' knowledge. As a result, pupils' misconceptions are not rectified in preparation for future learning. Leaders should ensure that assessment is used to inform teaching and support pupils to gain knowledge cumulatively over time.
- Leaders have not prioritised reading. Pupils who need support to read accurately and fluently do not receive timely support. This hinders their learning across the curriculum. Leaders should ensure that there is a rigorous and sequential approach to the reading curriculum, which develops pupils' fluency, confidence and enjoyment of reading.
- Leaders have not identified the needs of some pupils with SEND accurately. As a result, suitable adaptations to the curriculum are not made for these pupils. This impedes their learning. Leaders should ensure that the needs of all pupils with SEND are met.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in February 2017.

## 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 information 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>	112045
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10226976
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1,174
<b>Of which, number on roll in the sixth form</b>	137
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Laura Mead
<b>Headteacher</b>	Dominic Wilkes
<b>Website</b>	<a href="http://www.budehaven.cornwall.sch.uk">www.budehaven.cornwall.sch.uk</a>
<b>Date of previous inspection</b>	17 November 2020, under section 8 of the Education Act 2005

## Information about this school

- The school uses five registered alternative providers.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

- 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 held discussions with the headteacher, members of the senior leadership team, curriculum leaders, members of the governing body and the local authority.

- Inspectors carried out deep dives in these subjects: English, science, modern foreign languages and history. For each deep dive, inspectors discussed the curriculum with subject leaders, looked at curriculum planning, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the lead inspector scrutinised the single central record of adults working in the school. The lead inspector met with the designated safeguarding lead and examined the school's safeguarding records. Inspectors also spoke with a range of pupils and staff about safeguarding.
- Inspectors considered the responses to Ofsted's online survey, Parent View, including free-text comments. Inspectors also considered the responses to Ofsted's online staff survey and to Ofsted's online pupil survey.

### **Inspection team**

James Oldham, lead inspector

His Majesty's Inspector

Simon Tong

Ofsted Inspector

Donna Briggs

His Majesty's Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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